

# *MASTEROPPGAVE*

*Learner and Teacher Beliefs about English Grammar  
Instruction in 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> Grade in Norway*

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## Abstract

In the modern world the English language as a lingua franca plays an important role. Even though Norwegians and Scandinavians have satisfactory English capabilities for communication, some researchers have found their knowledge of grammar lacking (Wehus, 2019). The importance of grammar in the Norwegian classroom has been ever-changing, from being the main focus to almost completely disappearing (Fenner & Skulstad, 2020). This study, therefore, set out to investigate learner beliefs in 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade using a questionnaire. The study aimed to see what learners believed about grammar and grammar instruction, and how their beliefs changed over the years. In addition to this, the teachers of the learners also responded to a similar questionnaire so that we could compare the learner's and teachers' beliefs. We had a total of 422 participants, 405 learners and 17 teachers. After retrieval of the data, it was analysed with the help of SPSS (28.0) to find correlations and differences in the participants' beliefs.

Our findings did yield results, as we found that the learners' beliefs regarding grammar changed from 5<sup>th</sup> grade through to 10<sup>th</sup> grade. It was found that 5<sup>th</sup> grade learners tended to be more positive overall than the other learners. We did not find any proof of teacher and learner beliefs coinciding, apart from a few questions. In addition to these results, we found some interesting findings regarding gender.

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# 1. Introduction

## 1.1 Why This Topic?

Even though Norwegians can make themselves reasonably well understood in English, Wehus (2019) states that the knowledge learners have about grammar is often not good enough. English and especially English grammar have been taught in several different ways since its introduction into the Norwegian school curriculum (Fenner & Skulstad, 2020, pp. 17-37). There has been much change from explicit grammar being in the centre of focus when learning English (the grammar-translation method) to the word "grammar" not being mentioned in later curriculums. The change in English grammar's place in the Norwegian curriculum does not necessarily mean a change in how grammar has been taught. Several scholars (e.g., Jean and Simard, 2011; Larsen-Freeman, 2015; Thornbury, 1998) state that even though there has been much research on the topic of how to best teach English grammar in the ESL (English as a second language) classroom, and that the trends have changed over the decades, it has not necessarily had much of an impact. Meaning that grammar has been more or less taught the same way.

According to the newest English curriculum, LK20 (Utdanningsdirektoratet, 2020a, p. 2), "English is an important subject when it comes to cultural understanding, communication, all-round education and identity development", emphasising the place of English in the ever-expanding world we live in. English is a lingua franca (world language), and the English subject should lay the foundation for communication with the rest of the world (Utdanningsdirektoratet, 2020a, p. 2). The word "grammar" is mentioned twice in the entire English curriculum, and that is in the competency aims after Vg1 (Upper secondary school) (Utdanningsdirektoratet, 2020a, pp. 10 & 12). However, there is a significant focus on communication and being understood. The word "Communication" is mentioned 18 times and is even one of three Core Elements. In the next Core Element, language learning, the focus is on knowledge of English as a system, structure, syntax, and text composition to give the learners the ability to communicate in their own way.

Even though grammar is not in focus, communication is, and Cohen (2009) conducted a study which concluded that communication and grammar are two sides of the same coin. She asks the teachers to focus on the reasons for teaching grammar and that they do not teach grammar for the sake of teaching grammar. Cohen (2009) continues by saying how grammar is a key to understanding languages and how a language actually works. She concludes by stating that "schools are not only there to teach, but also to educate" (p. 11), not only teaching them the

rules of grammar but also educating them on how to use it to communicate. This is also in line with what the Norwegian department of education wrote in the Core curriculum – values and principles for primary and secondary education. They aim to not only educate but focus on all-round development (Bildung) (Utdanningsdirektoratet, 2020b).

Based on this, the importance of grammar is obvious. The fact that many scholars have stated a status quo in the development of English teaching is, as we see it, worrying. We believe a study into what learners, and their teachers, believe about English grammar could be beneficial to shed light on how grammar should be taught. This includes focusing on what the learners say and examining when their beliefs and thoughts regarding English grammar, its' importance and their motivation and interest in the topic change. As future English teachers, we hope and believe that the results of this study will help and guide us in our future endeavours to become the teachers we always wanted.

According to some studies, learners tend to be more in favour and positive toward grammar teaching than what their teachers believe (Muncie, 2002, *p* 184). Based on our experiences in the Norwegian school system, this does not come as a shock. When spending time in and around language teachers in Norway, there are more than a few times one can hear phrases like "if you do not do what you are supposed to, we are going to spend the rest of the day working with grammar". The fact that grammar teaching is being used as a threat by the teachers gives an insight into the expectations they have of that part of the subject. One could also argue that having low expectations and belief in something can negatively affect their ability to carry out a well-done lesson (Bandura, 1977). The teachers' negativity could also spread to their learners, resulting in an overall decrease in motivation and positive expectations about grammar teaching. This would be interesting to investigate further in a later study.

Some studies conclude that many learners find grammar learning boring, complicated, complex, etc. (Loewen, Li, Fei, Thompson, Nakatsukasa & Ahn, 2009). The fact that learners find it boring, difficult, or complicated does not necessarily result in low motivation and a belief that grammar is unimportant or should not be focused on. Jean and Simard (2011) found through a study that learners find grammar learning boring, which agrees with what was found in Loewen et al. (2009). Further, it was found by Jean and Simard (2011) that the learners not only believed it was boring but necessary. Considering that the learners believe grammar is of importance, one could assume that there is a way to motivate them and make it less boring. This can hopefully be accomplished by a mutual understanding (Nunan, 1995). If the learner and the teacher have a good relationship and understanding of each other's needs and expectations, one

could create a better learning environment and, as a result, increase the motivation. This is in accordance with both Deci and Ryan's self-determination theory (2000) and Jean & Simmard's (2011) beliefs regarding learner motivation and learner beliefs.

In complete contrast to Loewen et al. (2009), Dongho (2017) did a study on Korean English students and their teachers (in high school and college) and found that the teachers had a more positive view of grammar teaching. Dongho's study (2017) also showed a substantial difference between teacher beliefs in different grades, as well as how the learners' beliefs about grammar teaching became more pessimistic in college than in high school, which is the opposite of their respective teachers who became more positive. The difference between the learners' and teachers' perspectives are interesting as it could show that the more emphasis the teacher puts on grammar, the less motivated the learners become. It could also be argued that the way of teaching and focusing on grammar does not change or follow the learners' development. Daloglu (2020) found, in some disagreement with Dongho (2017), that the younger the learner, the more implicit the grammar teaching is preferred. Even though the younger learners were more in favour of implicit learning, all learners would choose explicit grammar teaching given a choice. The older learners enjoy form-focused better. This shows that the learners' beliefs regarding grammar teaching evolve with age and that the problem may be a lack of change in the perspectives of the teachers.

Although research into the beliefs of L2 learners regarding English grammar and grammar teaching has been done in both Norway and other countries, most of it has been done on an upper secondary and University/College level (e.g., Hawkey, 2006, with 228 students and 37 teachers). The total amount of research is still, in our eyes, lacking, and we have not found any on the beliefs of younger Norwegian ESL learners. In addition to our study, which is a cross-sectional study on learners from 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade, a longitudinal study following the same learners from 5<sup>th</sup> through to 10<sup>th</sup> grade and seeing how their views develop would be interesting.

## 1.2 English Grammar as an L2 and How It Can Be and Is Taught Today

There are several ways to define grammar (as can be seen in 2.1 Academic terms), one of which Crystal's (2012, p. 73) "Grammar is the study of the way we compose our sentences, of how we say what we mean and of the different effects we can convey by varying the order of our words... Grammar shows us how we make sense.". According to Munden (2021, p. 143), the question: "how to teach, or whether to teach grammar?" is one of the most revisited questions in the history of language learning. Munden further tells us that when the learners say



they do not like grammar, they are referring to the way it has been taught, not grammar in the sense of making complete sentences and being understood. Today's expectations from parents and teachers are that grammar is taught explicitly and through the repetition of rules (Munden, 2021, p. 143). When looking at both the present and history of grammar teaching, there are certainly other methods of teaching grammar. During the '80s and '90s, the communicative method was particularly popular. It was built on giving the learners exciting things to look at, read, write, listen to, and talk about. They believed that the learners would naturally pick up knowledge through exposure to language and correct grammar (Munden, 2021, p. 148).

Grammar can be taught in different ways, and a substantial amount of research has been conducted in the field of L2 language learning and grammar. As previously mentioned, the amount of focus on grammar in L2 learning has been like a swinging pendulum, but there has always been some degree of grammar teaching. Grammar can be taught through approaches such as inductive, deductive, implicit, explicit, meaning-focused, and form-focused. This is further elaborated in chapter 2.1

One of the most heavily used and regarded models in relation to L2 language learning is Krashen's monitor model (1982). The model was created around 5 different hypotheses. The difference between second language acquisition and second language learning (1), the natural order of acquisition (2) (in which order you learn different grammatical rules), The monitor hypothesis (3) (correcting oneself), the input hypothesis (4) (SLA not SLL, using comprehensible input to develop their language) and the affective filter (5) (feelings and reasons to filter oneself). Even though the model has been and still is criticised, it works as a foundation for understanding how language learning and teaching can be done, and it could be considered a pillar in the field of SLA and SLL.

### 1.3 Use and Choice of Method for This Study

When choosing the method for our study, several factors needed to be assessed. The most important factor was what the study wanted to answer. The aim of the study was to try and figure out what learners in different grades believed and thought about grammar teaching and how it is being taught. In addition to this, we wanted to see how the learners' perspectives reflected or contrasted the teachers' beliefs. The study also wanted to generalise and find some answers that reflected the relevant population. The time frame of the study was also considered, as it would be impossible to follow 100-200 learners over a five-year period to get an insight into how their beliefs changed over that time. Bearing all this in mind, it was decided that using a quantitative method, more specifically a questionnaire, was the best approach. It was also

decided that there should be a minimum of 100 learners in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade as we wanted to be able to generalise our findings to some degree. Having a substantial number of participants also gives us a better insight into the change in beliefs in the different grades.

Every method has its pros and cons. A digital questionnaire is no exception. Jacobsen (2018) lists a total of 4 advantages and 4 disadvantages which can be supported by other scholars such as Dörnyei and Taguchi (2010). Some of which were relevant to our study and needed to be taken into consideration when carrying out the study. The most relevant advantages and disadvantages were (1) overview, (2) precision, (3) generalisation and (4/6) distance, which is further elaborated in section 3.1.

When using a questionnaire, you get the chance to gather large amounts of data, and if the questions are valid to the topic you want to investigate, you have a chance to get a good foundation to answer your thesis question(s). One of the reasons that we have chosen a questionnaire as a method is because it gives us the advantage of quickly getting a lot of data. It also allows us to spend a limited amount of time in close vicinity to others and other cohorts regarding halting the Covid-19 pandemic. We have chosen to use a Likert scale to let the participants give their answers instead of letting them write words or full sentences. By doing this, we can save time, and we get answers which are easily transferable to raw data and are not up for interpretation. Because the groups we want to collect data from are tweens and teens (aged from 10-16 years old), we thought it best to limit their chances of giving foolish answers. There is, of course, always the chance of such being done, which will be discussed more in chapter 3.5.1.

The questionnaire was designed with the different grades in mind. This had to be done as we wanted to be able to cross analyse and compare the answers from the different grades, which meant that the questionnaire needed to be identical or as close as possible. Creating a questionnaire aimed at 10-year-olds demanded a different use of language and explanations than one for 16-year-olds. It was therefore decided to use the same questionnaire for both 8<sup>th</sup> and 10<sup>th</sup> grade, while we made some minor changes in the wording and execution of the questionnaire for 5<sup>th</sup> grade. The same questionnaire was used as a basis, but with small changes in the wording of the questions, such as changing the word “fokusere (focus)” to the word “øve (practice)”. In 5<sup>th</sup> grade, the questionnaire was also completed with a higher degree of help from the researchers. We operationalised "grammar" by using concrete examples we believed they would be familiar with. Some of them mentioned different scenarios, such as "yesterday I walked to school", and helped them see that since we used "yesterday", the correct verb-

conjugation would be past-tense (walked). We also asked their teacher to say some examples from previous lessons as repetition. In addition to using verbs as examples, we also tried to convey that grammar was the tool we could use to be able to communicate properly. The questionnaire was created with Dörnyei and Taguchi (2010) and other scholars' theories and findings in mind. This will be further elaborated in section 3.2.

#### 1.4 Overarching Research Aims

The underlying reasoning for the study is to get an overview of the beliefs of learners and how it differs in the different grades. The overview will hopefully enable us to get a better understanding of how and what the learners themselves believe are the best way of learning English grammar and how they perceive grammar learning in general. The learners' beliefs about grammar learning and its importance will also be viewed in correlation with the teachers from the same grade to see to what degree the teachers' beliefs correlates with the learners. We want to investigate and shed light on how grammar is perceived differently in the different grades and between teachers and learners, as this information could prove to be relevant and informative in relation to improving learners' English SLA and English proficiency. The study aims to be able to generalise the results and thus make them relevant for most Norwegian English teachers.

#### 1.5 Thesis Statement

Based on our education as English teachers, we would like to investigate and contextualise the possible discrepancies between what the teachers and learners believe about grammar and how their beliefs coincide. The results could lower the discrepancy between the beliefs and thus further enhance the relationship between teachers and learners and minimise the misconceptions around grammar.

The study aims to target Norwegian pupils ( $n=406$ ) in grades 5., 8., and 10. We want to research their beliefs and attitudes towards English grammar teaching and methods used in the Norwegian ESL classroom. The reason why we have chosen to focus on the subject of grammar and how it is/could be taught is because we, as future teachers, believe it could be interesting to know more about what the learners believe regarding ESL learning. This information could also prove to be vital in our future work to not only increase the proficiency of the learners but also to improve the classroom environment.

The thesis statement is therefore:

- ***What are learners' beliefs regarding English grammar in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade, and how does this change through the grades?***

- ***Does it coincide with their teachers' beliefs?***

We have also got some hypotheses based on research and personal experience, which we hope to be able to answer through this study:

- ***We believe that the teachers believe grammar is perceived as more boring than the learners think it is.***

- ***We believe that the learners believe that grammar is more important than the teachers think.***

- ***We believe that the results will show that the learners' positivity toward English grammar will be at its highest in 5<sup>th</sup> grade, with a decreasing trend through to 10<sup>th</sup> grade.***

## 1.6 Limitations of the Study

As a result of the size and time frame of this study, there are certain limitations. As the master thesis has a time frame of one semester, the collection of informants has been limited to Fredrikstad, Rakkestad, Sarpsborg and Halden. To make our generalisation more viable, it would be optimal to use informants from a larger geographical area. In addition to this, a larger sample size, especially teachers, would be beneficial. The time frame has also affected how the research has been conducted. A longitudinal study of the same learners in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade could be used to more accurately see how learners' perception of grammar changes over time in comparison to selecting different learners in the respective grades. This will, however, be difficult to accomplish as the study would need a substantial investment in time and economy.

In addition to this, one other limitation could be that we have only conducted the questionnaire in three grades (5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup>) and not in all the grades between 1-10 or 5-10. The selection of the grades was decided based on our education as 5<sup>th</sup>-10<sup>th</sup> grade teachers. 5<sup>th</sup> grade is where the learners enter *mellomtrinnet* (5<sup>th</sup>-7<sup>th</sup> grade), so that can be argued to be our ground zero as teachers. 8<sup>th</sup> grade is where the learners first enter lower secondary (8<sup>th</sup>-10<sup>th</sup> grade), and it is their first meeting with grading, which can be considered the first time the learners experience real consequences because of their school performance. The grading can also be viewed as a parameter, which to some degree can be used to evaluate the performance of the teachers. These changes can affect how grammar is being taught by the teachers and how

the learners view grammar in general, and it is, therefore, interesting to see the beliefs early in this process. 10<sup>th</sup> grade is the last grade in lower secondary, the learners have gotten used to the pressure of grading, and they have developed further mentally and physically. How the beliefs about grammar have developed through the introduction of grading and pressure as well as their development towards adulthood is interesting to investigate. As it is the last grade before entering upper secondary, including 10<sup>th</sup> grade in this research could offer a foundation for further research into grammar beliefs in the upper secondary.

## 1.7 Layout

In chapter 1, the subject of the study will be presented, as well as the thesis statement. Some research that shows the importance of grammar and how it is being taught will also be introduced. In chapter 2, a foundation of previous relevant theory will be presented and discussed in relation to this study. In chapter 3, the methodology and reasoning for the chosen method will be presented and argued with scientific theories as a foundation. The creation of the questionnaire and the execution of it, as well as the analysis of the results, will also be shown in this section. The ethics of the research and its reliability and validity will be accounted for. Chapter 4 shows the answers given by the participants of the questionnaire. The answers are then analysed in SPSS with Kruskal-Wallis, and Mann-Whitney U tests to see which items have any statistically significant answers. Finally, a post-hoc test is used to see which participant groups the significance is between. In chapter 5, we compare and discuss the answers analysed in chapter 4 and connect them to the theory presented in chapter 3. Chapter 6 is where we try to make conclusions and answer our thesis questions and hypotheses based on the discussions in chapter 5. Chapter 7 is our concluding thoughts. Here we again touch upon our limitations before presenting our recommendations based on the findings of our study. Finally, we present what we believe would be the best way to answer questions pertaining to developing grammar beliefs of learners and teachers.

## 1.8 What Do We Know/What Is Missing From This Topic/Field?

Relevant theory about the topic is presented in our second chapter, Theory and Literature Review. There has not been much research done into the topic of learner and teacher beliefs about English grammar as an L2. What we do know has come from a small handful of studies done by Loewen et al. (2009), Jean & Simmard (2011), Dongho (2017), and Daloglu (2020). They found that learners believed grammar to be boring but necessary and that discrepancies in beliefs among teachers and learners are un-favourable.

## 2. Theory and Literature Review

We have chosen a thematical approach to the theory and literature review. The first part of this chapter is academic terms, where we will present some definitions and explanations for important terms. Secondly, we will present an overview of English's place in the Norwegian school and curriculum with a focus on grammar. After the section on English history, relevant theory on beliefs and ESL teaching will be reviewed with a funnel design. The topic we have chosen, Norwegian learners' beliefs about English grammar teaching and learning, is a fairly new area of research which is given very little attention. Despite this, we have found some research which we see as relevant to our thesis.

### 2.1 Academic Terms

In this section, we will define some important terms related to our project. The terms are related to grammar teaching and what it is to "believe" something.

#### **Meaning focused, and form-focused (Focus on form and focus on forms)**

Meaning focused instruction (MFI) is learning through communication, seeing as MFI looks at First Language Acquisition (FLA) and Second Language Acquisition (SLA) in the same way. There are some predispositions, such as the learner having a low affective filter (they are in an emotionally safe place) and comprehensible input (where the learner understands most of what is communicated, but not everything). Corrective feedback is seen as ineffective and explicit attention to linguistic forms is seen as unnecessary (Krashen, 1981, Terrel, 1977). Form focused instruction (FFI) can be seen as planned activities, such as a lesson plan, used to make learners pay attention to linguistic form (Ellis, 2001). FFI can also be divided into two categories; planned attempts at influencing interlanguage development and attempts to influence interlanguage development through activities not explicitly meant to teach them. These two forms of FFI have been labelled as Focus on Form (FonF) and Focus on Forms (FonFs). FonFs is teaching grammar through a linearly designed plan where all items follow one another, and there are several steps to follow. The Presentation – Practice – Production (PPP) is also being used. FonF is using language to create meaningful interactions, and the grammar used is only coming into focus if and when needed (incidentally).

#### **Explicit and implicit**

"An explicit approach to teaching grammar insists upon the value of deliberate study of a grammar rule..." (Scott, 1991, p. 779). This can be done either through a deductive analysis,

such as presenting a rule to a learner before giving them a test to see if they have understood it or an inductive analogy which is presenting the learner with examples and having them hypothesising a rule connected to what they believe is correct (Scott, 1991, p. 779). "An implicit approach, by contrast, is one which suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context..." (Scott, 1991, p. 779). So that the learners can acquire the grammar of the target language in a natural way. In other words, presenting the learner with grammatical rules through communication and having the learner, through exposure, understand and internalise the rule without the learner being conscious of the learning (Scott, 1991, p. 779).

### **Inductive and deductive**

Shaffer (1989, p. 369) says that an inductive approach is one where the learners' attention is purposefully focused on the grammar being learned and where they are required to formulate and must make it explicit themselves. E.g., by handing them a task they have to complete but not telling them how to do so, making them figure out the rules themselves. A deductive approach can be defined as where the learners are handed the explanation or rule, and they are expected to use it to accomplish the given task.

### **Beliefs**

There are several ways to look at beliefs, and most are not relevant. In this case, we have chosen to focus on what Price (1965) called Belief 'That', which are the beliefs of individuals on whether something is true. E.g., their belief that grammar is important. We define a belief as a set thought on a certain subject, in this case, their understanding of grammar or how they learn or teach it best, which is difficult to change for the person inhabiting it. Although difficult, it is not impossible to impact as a belief is not a state; it is a process (Seitz et al. 2017, p. 4)

### **Grammar**

"Grammar is the study of the way we compose our sentences, of how we say what we mean and of the different effects we can convey by varying the order of our words... Grammar shows us how we make sense." (Crystal, 2012. P. 73). Merriam-Webster defines grammar as "the study of the classes of words, their inflexions and their functions and relations in the sentence." (Merriam-Webster, 2022). Oxford English Dictionary (2022) defines it as the part of a language which "deals with inflectional forms or other means of indicating the relations of words in the sentence... employing these in accordance with established usage." Based on this,

we have chosen to use this definition of grammar: the way to use the different parts of a sentence to create meaning according to established rules.

## 2.2 History of English Teaching in Norway

At the beginning of the 19<sup>th</sup> century, there was no national curriculum, and the beliefs revolved around developing the "Bildung". Meaning self-development in both individuality and individual personalities in interaction with the outside world, along with the students thinking and character, especially through grammar. The teaching of languages did not aim at enabling the learners the ability of oral proficiency. The focus was on grammar, reading and writing and developing the logical and systematic thinking of languages. As there were no national curricula during the 19<sup>th</sup> century, knowledge of this must be traced through textbooks and other school records, making it difficult to specify years where changes happened (Fenner & Skulstad, 2020, p. 17).

Later in the 19<sup>th</sup> century, the teaching changed, and more emphasis was put on oral proficiency. During this century, the grammar-translation method was still a prominent way to teach English. The learners would read texts, learn normative grammar, write dictations, and translate to and from the target language. The belief at the time was that the difficulty of the text had an educational and disciplinary effect as the learner had to work hard over a period to understand it (Fenner & Skulstad, 2020, p. 21-24).

In 1936, a new law (Skolelovene av 1936) introduced English across the country, but local authorities could decide whether to make the subject compulsory (Fenner & Skulstad, 2020, p. 23). The subject served two purposes. On the one hand, English was useful in society, and on the other hand, it was a subject allowing entrance to higher levels of education. Therefore, the subject had both a democratic and elitist purpose. In the middle of the 20<sup>th</sup> century, more specifically in 1969, English became a compulsory school subject (Fenner & Skulstad, 2020, p. 23). The reform movement, which began in the late 19<sup>th</sup> century, greatly impacted the Norwegian 1939-curriculum (N39) (Fenner & Skulstad, 2020, p.26). During the early- to mid-20<sup>th</sup> century, the direct method was the most used. The direct method uses the target language to promote teaching rather than the learners' first language (L1) (Fenner & Skulstad, 2020, p. 25-26). The focus was still on grammar, but the texts were constructed to specifically illustrate grammatical phenomena.

The L60 curriculum of 1960 continued the trend of keeping pronunciation and knowledge about grammar as its focal points. The audiolingual method was presented post the



second world war (WW2) because of behaviourist learning theory and an increasing need for foreign language speakers (Fenner & Skulstad, 2020, p. 27). The aim of the audiolingual method was to enhance the communicative proficiency of the language users. This method introduced the four core skills which are still in use today (reading, listening, speaking, and writing). In the 1970s, the new curriculum (N74) stated that language learning was regarded as a verbal habit-forming (Fenner & Skulstad, 2020, p. 27-29). Written language was no longer seen as important, and the term "grammar" was replaced by "linguistic patterns and structures". The curriculum of 1974 stated that language was defined as a means of oral contact and communication. Grammar and vocabulary were re-introduced but not the main focus. The focus was still on communication and everyday situations, showing its clear influence by the audiolingual method (Simensen, 2019). Communicative language teaching (CLT) was introduced by Chomsky's theories about language as an expression of meaning, forming the basis of what developed into the term "Communicative Competence". Using the appropriate language in given contexts was emphasised. The learning process was meant to have a communicative purpose, and the communication in the classroom was supposed to be meaningful (Fenner & Skulstad, 2020, p. 30). The communicative approach is learner-centred and aims to motivate the learners' language acquisition. The core curriculum of 1993 introduced competency aims linked to the learner as a language user, which is in line with the current trend of "Communicative Competence" (Fenner & Skulstad, 2020, p. 32). The aims included oral and written proficiency and linguistic knowledge.

In the 21<sup>st</sup> century, LK06 was introduced as a single curriculum for the entire educational system (grades 1-13). The core curriculum remained the same as before, but the curriculum for the various subjects changed heavily (Fenner & Skulstad, 2020, p. 34). The competency aims were divided into four different parts, and the basic skills were changed slightly, and digital skills were introduced. LK06 did not specify any methods or content apart from the competency aims, giving teachers great freedom to make their own choices. This can have had an impact on the grammar teachings and could have given learners an uneven exposure to learning strategies and methods regarding grammar.

Like LK06, there is no specific way of teaching stated in LK20 (from 2020); however, a dialogical approach to teaching, which requires reflection and critical thinking, is an underlying principle of the curriculum (Fenner & Skulstad, 2020, p. 34-37). On the other hand, LK20 has shown a tendency towards centralisation. In practice, this means that there is more focus on the fact that everyone should receive the same education despite where they live. Even

though the government has taken a step towards minimising differences, teachers and school leaders still have important roles in evaluating whether the curriculum requirements are met themselves. The dialogical approach, which requires reflection and critical thinking, can directly be linked with what was previously stated about educating the entire human being and preparing our learners for a long life as a part of a greater society (Bildung).

The importance of grammar can be seen as a pendulum swinging through time. From being in focus during the grammar-translation period to not being mentioned by word in the 70s, before making a come-back in LK06 and LK20, with the teachers having more autonomy on how they taught it. The history of English teaching can have some effect on learners in different periods, as the teachers themselves have experienced a different way of teaching than they were educated to provide their learners. E.g., if a 55-year-old teacher today has grown up with their teachers not mentioning the word grammar but using "linguistic patterns and structures", this could, in turn, impact their view on the importance of grammar regardless of the expectations put upon them by their workplace.

## 2.3 Beliefs

### 2.3.1 General Beliefs

Beliefs can have many meanings. When it comes to beliefs about knowledge, we call these epistemological beliefs (Buehl & Alexander, 2001, p. 385). They talk about epistemological beliefs as an overarching term for all other beliefs connected to knowledge. In our case, academic knowledge beliefs and domain-specific beliefs are more relevant. Academic knowledge beliefs are beliefs connected to a special academic field, such as English or social sciences (Buehl & Alexander, 2021). Domain-specific beliefs are beliefs connected to different domains of those fields, such as grammar in English or politics in social sciences (Buehl & Alexander, 2021). They conclude their paper by mentioning how little is known about how classroom practice influences learner beliefs (Buehl & Alexander, 2021, p. 416).

De Corte, Verschaffel and Op't Eynde (2003, pp. 13-37) write about how students' beliefs have an important influence on mathematical teaching. It is also probable that it will influence the teaching and learning of other school subjects, such as English, in an ESL classroom. They continue stating how these beliefs are formed in specific communities, such as class groups (De Corte et al. 2003, p. 13). The fact that they are formed in groups could mean that they are even more difficult to alter than previously thought. They finish the chapter by stating how knowledge and beliefs have a close relationship (De Corte et al., 2003, p. 33). It is important to know how these affect each other and that there are other things than domain-

specific knowledge and motivation that influences them in the classrooms (De Corte et al., 2003, p. 33).

Bar -Tal could be understood to underline De Corte et al.'s (2013) understanding of how beliefs are formed in groups when he states, "Individuals who live in groups hold common beliefs which define their reality, not only as persons but also as group members" (Bar-Tal, 1990, p. 1). Building on this, it is interesting to see how a group dynamic with one teacher and a group of learners with similar or different domain-specific beliefs can work together to create teamwork which will result in mutual gains and learning for both parties.

### 2.3.2 Language Learners' and Teachers' Beliefs

Wenden (1986, p. 1) Has made implications that learners' own explicit beliefs about how they learn best might influence which strategy they choose when learning English. Horwitz (1988) does, to some degree, agree with Wenden (1986), who argues that some preconceived beliefs are likely to negatively impact learners' range of strategy use. Based on this, one might say that exposing learners to as many strategies relevant to learning English as possible and teaching them in which situations each strategy works best will be fruitful. That way, they are more likely to encounter strategies which fit them individually. This is relevant to us as teachers as we are directly or indirectly responsible for giving the learners a positive and diverse encounter with different L2 (English) learning strategies. This is also relevant when seen in connection with the Norwegian Core Curriculum, as we as teachers are responsible for educating the entire human being and giving the learners the tools they need to further educate themselves (Utdanningsdirektoratet, 2020). One of these tools could be proper language teaching, including the correct use of grammar. These tools are relevant both in their Second Language Learning (SLA) and for them to grow as responsible individuals in larger society (Utdanningsdirektoratet, 2020).

Muncie (2002, p. 184) states that studies which have examined learners' beliefs and expectations have consistently concluded that learners are more in favour of grammar teaching than their teachers believe. Even though learners perceive grammar as useful to their English proficiency and, to some degree, know how they learn the best, Truscott (1996, p. 359) believes that teachers should structure their teaching to the best of their knowledge regardless of what the learners believe helps them to learn. Truscott's approach does, to some degree, ignore the effect motivation can play on the learners' progress. Schultz (1996, p.349) states that not taking the learners' beliefs about grammar teaching into account could negatively affect their trust in the teacher and their school and therefore decrease their motivation. Muncie (2002, p. 185)

further elaborates that the learners' positive attitudes toward grammar teaching could be on the premise that they are unaware of better ways to be taught the subject.

A study carried out by Loewen et al. in 2009 found that 25% of learners described grammar learning as boring, tedious, monotonous, and dry (negative adjectives), and others used words such as "difficult", "confusing", and "complicated". The result from this study is in disagreement with what is mentioned in Muncie (2002, p. 184) about learners being more in favour of grammar teaching than their teachers believe, as well as what is mentioned in our hypothesis. This study was based on L2 (Second language) learners at an American University. The subjects of the study had several different L2s, including English, which might impact the relevance of the study in relation to ours. On the other hand, SLA/SLL can be argued to be fairly similar across languages (Krashen, 1981). Most of the negative comments on grammar came from learners of L2s other than English, such as Arabic, German, and Spanish.

Jean and Simard's (2011) results are, to some degree, consistent with what Loewen et al. (2009) found regarding some negativity towards grammar teaching. Jean and Simard's findings, on the other hand, have formulated the negative attitude towards grammar teaching as something that the learners find necessary but boring. They also write that the sense of "boredom" might come from a collective perception that grammar is and should be boring. Jean and Simard (2011) also state that maximising the language experience is best done through the learner and teacher understanding each-others part in the learning relationship which is created in a school setting. Especially when it comes to L2 grammar, as it might be seen as a difficult subject to learn/teach. This can be shown through a report called Canadian Parents for French (2004), which indicates that a considerable number of students in core programs (a course that learners must take to be able to progress in their education) were laying the blame on the grammar instruction they received for their eventual withdrawal from, and lack of motivation, regarding their L2 program. Jean and Simard (2011) point out that students' and teachers' beliefs do not necessarily have to match perfectly. It will, however, be beneficial that they understand one another as it increases the probability that their teaching-learning relationship will be enriching. This can also be seen in regard to Deci and Ryan's (2000) self-determination theory as they state that a relatedness which can be enhanced by a mutual understanding will be important to the learner's motivation and self-determination. This is something which is not researched in this paper but would be interesting to investigate further in another paper.

Dongho (2017) Has done a questionnaire on Korean English teachers and Korean high-school/college students that coincide with what previous studies have found (Loewen et al.,

2009; Jean & Simmard, 2011). The Korean English teachers were less positive toward English grammar than their students. There were discrepancies between what the students and teachers meant, which could impact the teaching/learning negatively. An excess of the students perceived the form-based exercises to be boring, which conflicted with earlier findings showing that there has been a change in preferred methods in the student groups (Dongho, 2017, p. 65). By looking at the results in Dongho (2017, p. 55), it is also interesting to see that high-school students were more positive than their college counterparts (7.7% difference), which is the opposite of the situation of their teachers, where the high-school teacher had a more negative attitude towards grammar than the college teachers. The difference between the teachers was a colossal 13.9%, where 17.9% of the high-school teachers answered "not at all" when it came to their enjoyment of teaching grammar, whereas only 4% of the college teachers answered, "not at all".

Daloglu (2020) has written a study on how EFL (English as a foreign language) students believe they learn grammar best. The grammar focuses on four construct pairs. These are meaning-focused versus form-focused, focus on form vs focus on forms, explicit vs implicit and deductive vs inductive grammar teaching. Although the participants are somewhat older than ours, parallels can be drawn as Daloglu (2020) is also looking at differences in answers and comparing year to year. The result of the study shows that the younger learners preferred implicit grammar teaching, whereas the two older groups preferred meaning-focused teaching. This shows that learners can change their beliefs as they get older and more experienced language learners. Interestingly, focus on form was the least preferred method, although they all chose explicit teaching in favour of implicit when given the choice. Daloglu (2020, p. 164) also suggests a study looking into differences between learner beliefs and teacher beliefs about grammar teaching.

Understanding learner beliefs in the setting of SLL could be an important part of helping the learners become independent language learners (Utdanningsdirektoratet, 2020a). It has also been noted that successful learners are able to utilise positive beliefs about the SLL process, their own abilities and the best way to use learning strategies to positively affect their own learning (Bernat & Lloyd, 2007, p. 79). Bernat and Lloyd (2007) have done a study on differences in learner beliefs among males and females. The research is relevant because not only do they research learner beliefs, but also in the context of gender and the differences between them. Using the Beliefs About Language Learner's Inventory (BALLI) (Horwitz, 1988), they asked EFL students in Australia, with an average age of 24.6 for the males and 23.7

for the females. The BALLI asks about five different categories: *Foreign language aptitude, the difficulty of learning languages, Nature of language learning, Learning and communication strategies and Motivations and expectations*. The findings of the study were that both genders answered in a similar fashion regarding all but two smaller items (Bernat and Lloyd, 2007, p. 89). One asked if they believed that multilingual individuals are very intelligent, with females agreeing with that statement. The other was if they enjoyed practising English with Australians, which women enjoyed less than men.

"Many studies that investigated the links between L2 teacher beliefs and classroom practices have discovered very complex relationships between teacher beliefs and classroom practices." (Gabillon, 2014, p. 6-7). The study by Gabillon (2014) aims to give a brief overview of studies that investigated teachers' beliefs. She separates them into five distinct categories of teacher beliefs. The first is "the studies that investigate the relationship between L2 teacher beliefs and their classroom practices" (Gabillon, 2014, p. 6). The second is "the studies that investigated L2 teacher beliefs as a source for teacher awareness and professional growth" (Gabillon, 2014, p. 6). The third is "the studies that investigated L2 teachers' beliefs about educational innovation" (Gabillon, 2014, p. 6). The fourth is "the studies that investigated the nature of L2 teacher beliefs" (Gabillon, 2014, p. 6), and the last one is "the studies that investigated discrepancies between teachers and learners' L2 beliefs" (Gabillon, 2014, p. 6)."

Two of the studies regarding discrepancies between teachers' and learners' L2 beliefs found that when unsatisfied with the chosen methods, the learners will show resistance to participating in the language learning activities (Gabillon, 2014, pp. 10-11). It is relevant to add that these studies used adult participants. The methods the learners most often showed resistance towards were learner-centred and activity-oriented, such as roleplay, but they "attended classes that dealt with the grammar points overtly" (Gabillon, 2014, p. 11). The learners tried to change the methods used toward a more teacher-centred form (Gabillon, 2014, pp. 10-11). Another study found that there was a notable difference in the learners' and teachers' perceptions of the importance of grammar and working in pairs (Gabillon, 2014, pp. 10-11). Some other studies found that having discrepancies in the beliefs of the teacher and the learners will have a negative impact on the teacher/learner relationship and the learning as a whole (Hawkey, 2006; Nunan, 1995).

Nunan's (1995) research into the discrepancies between learners and teachers regarding L2s shows that there are differences in thoughts. Nunan (1995, p. 134) shows that there are often differences in the pedagogical agenda of the teachers and the learners. What the teacher

tries to teach is not always what the learner is focusing on. The study also shows some more specific discrepancies, such as how the learners expect more error correction than the teacher and how the teacher expects more self-discovery of errors than the learners (Nunan, 1995, p. 141). Gabillon's (2014) study also mentions how the learners' preconceived thoughts on how the teaching is going to be organised and how they are going to learn might negatively impact their learning (Hawkey, 2006; Jean and Simard, 2011; Nunan, 1995).

Hawkey (2006) conducted a study in Italy to look at how the education reform had affected the learners and teachers. By using a combination of qualitative and quantitative methods, Hawkey found that there was a mismatch between the learners and teachers when it came to their perception of how prominent grammar was in their lessons. The education reform had increased the focus on communicative skills and CLT. CLT was interpreted by the teachers as encouraging less explicit methods for teaching grammar. The learners were not convinced by this method and therefore looked for a more prominent and explicit grammar teaching in their lessons. In addition to Hawkey's (2006) findings regarding the perception of grammar, he found that there was a discrepancy in their beliefs regarding how often different methods were being used. The teachers believed that listening, talking, and discussing in pairs were the most used methods, while the learners reported believing that listening to the teachers, reading, and writing was the most prominent methods used. Hawkey believed that one should try and counteract the discrepancies and that this could be done through systematic planning of lessons and learning materials that could help maintain the balance between teaching and learning.

### 2.3.3 Language Learning and Age Development

Anecdotal meanings regarding SLA tells us that children are better at learning a second language than adults. The reason is still widely discussed among scholars and is one of the most controversial theories circulating in the world of Second Language Learning (SLL). One of these is perhaps Lenneberg's (1967) Critical Period Hypothesis (CPH). The concept of CPH is that the earlier a learner can begin learning or get exposure to a second language, the better it is for their learning potential. The theory has caused mass research interest and debate (See, e.g., Marinova-Todd, Marshal, & Snow, 2000, vs. Hyltenstam & Abrahamsson, 2001). Despite a large amount of research into the topic, there are still two areas which do require more work. These are the age where the decline in L2 learning begins and which areas of L2 learning are affected by the CPH. Lenneberg suggested in 1967 that language acquisition was dependent upon the biological development of the learner. He meant that puberty was the stage where a learner's mind reaches its biologically mature state and that SLA becomes more challenging

after this period. Even though the theory does have its fans and critics, and that it has not been proven, age could still play a large part in the acquisition of a second language.

DeKeyser (2018, p. 1) states that there is a "gradual decline of Ultimate Attainment" between the ages of 6 and 16. Ultimate Attainment (UA) is the furthest a learner can ever get in their language attainment journey after years of daily use (DeKeyser, 2018, p. 1). The process is started at the age of onset (which is the case for most Norwegian English learners) or the age of arrival (when a learner gets their first significant amount of exposure to a new language when emigrating to a new country).

Before Dekeyser (2018), Johnson and Newport conducted a study in 1989, where they divided the participants into two groups dependent on AoA (Age of Acquisition). The results indicated that the UA (Ultimate Attainment) of the participants deviated substantially in the earlier ages compared to the older. This finding suggested, according to Johnson and Newport (1989, p. 90), that "language learning ability slowly declines as the human matures, and plateaus at a low level after puberty".

Li (2014) did a meta-analytic review of five decades worth of research on language aptitude and second language acquisition. A total of 33 study reports and 3'106 L2 learners were included. The study found a moderate connection between aptitude and L2 grammar learning, and that aptitude was more evident when looking at younger learners, making it more relevant to our study. Aptitude was also more strongly correlated with explicit teaching than implicit.

DeKeyser (2013, p. 53) concludes that there should be a breaking point in the three theories: AoA, Ultimate Attainment (UA) and the Critical Period Hypothesis (CPH). Both those in favour (DeKeyser, 2012; Hyltenstam & Abrahamsson, 2003) and against (Birdsong, 2005; Hakuta, Bialstok, & Wiley, 2003; Munro & Mann, 2005) think there should be a breaking point where these theories lose their effects and learning becomes more challenging. If that age is somewhere around the start of puberty, usually around 8-13 in girls and 9-14 in boys, this might be a contributing factor to why younger learners have an easier time learning an L2.

Based on the book by Lenneberg (1967), Werker and Tees (2005, p. 233-246) write about a theory which was based on a learner having several critical periods in which learning is easier. They call them Optimal Periods (OP). They argue that there are different periods in a learner's life in which different parts of a language are easier to learn (see also DeKeyser, Alfi-Shabtay, & Ravid, 2008).



### 2.3.4 Beliefs About EFL Gender Differences

There are many important factors that weigh in on how to plan your lessons as a teacher. As the previous three paragraphs show, age is one of them. Another is gender; Graham and Rees's study from 1995 shows that there is a difference in how boys and girls experience oral activities in ESL lessons. The findings of the two different studies they looked at found that girls are less likely to participate in large-group oral work out of a fear of how others would perceive them as a person. The boys in the same study reported no similar effect of the increased anxiety of speaking in larger groups. The boys also felt that they could pursue their own personal agenda by participating in oral work, but this also seems to have a negative impact on the broader context of oral work (Graham and Rees, 1995, p. 18). It also impacts how they work with languages, with one student answering that if he looked at an exercise and it was something he was familiar with or something that he felt was overemphasised, he struggled to motivate himself for it. The difference here is that girls are more motivated by working with things they enjoy and that anxiety is a larger factor in motivation than for boys (Graham and Rees, 1995, p. 18).

Zarrinabadi et al. (2021) research how gender impacts grammar learning strategies and language mindsets. The prediction they made was "that grammar learning strategies would predict grammar scores among the learners in this study" (Zarrinabadi et al., 2021, p. 4). They went on to use a quantitative method asking 160 L2 learners about their language mindset inventory and grammar learning strategies, which is the most relevant to this study. The grammar learning strategy questionnaire included seven sub-scales which were: Metacognitive strategies, cognitive strategies comprehension, cognitive strategies – explicit knowledge, cognitive strategies – implicit knowledge, cognitive strategies feedback, and affective strategies. The results showed that the female learners scored significantly higher than males regarding comprehension, explicit knowledge, and social strategies. The tests regarding mindset also showed that the male students had significantly higher scores for a fixed mindset, while the females scored higher for a growth mindset. With a fixed mindset, you do not necessarily believe that work equals new knowledge (Lou & Noels, 2017, pp. 215-218). Someone with a growth mindset will, however, believe that working with a subject equals development (Lou & Noels, 2017, pp. 215-218). Moreover, the results showed that the learners with a growth mindset positively predict their grammar scores, meaning a growth mindset may be seen as a beneficial one in regard to L2 grammar/language learning (Zarrinabadi et al., 2021, p. 15).

A larger study on Japanese high-school learners' attitudes towards current and long-term English learning was performed at the start of the 2000s. Both quantitative data and qualitative data were gathered, and Kobayashi (2002) used the data to look at what role gender plays in foreign language attitudes. The results showed that the female learners' answers were statistically significantly higher regarding 5/9 questions posed. The questions were: "Images associated with English", "Interest in culture and communication", "Perceptions about studying English in a school context", "English learning activities", and "Attitudes towards long-term English learning" (Kobayashi, 2002, p. 186). Whereas males scored significantly higher in 1/9, "Self-rated four English skills". One related qualitative finding was that more females than males joined the "annual school summer English learning programme in Canada (at their own expense)" (Kobayashi, 2002, p. 187).

## 2.4 Approaches to Teaching Grammar

Even though there has been done a lot of research on grammar instruction, it has also been found that the instruction itself has remained fairly unaltered (Larsen-Freeman, 2015; Jean and Simard, 2011). This is further elaborated upon when Thornbury (1998, p. 19) says in relation to grammar's return, "grammar has never been anywhere but centre stage". As seen in 2.2 History of English teaching in Norway, the importance of grammar has been a swinging one, theoretically and in different curriculums. In practice, however, it seems to have remained at a certain constant (Larsen-Freeman, 2015; Jean and Simard, 2011; Thornbury, 1998). Although grammar's place is a heavily discussed one, it has always been taught in one way or another. Whether it is through a deductive or inductive approach, implicit or explicit, meaning-focused instruction (MFI) or form-focused instruction (FFI). In this chapter, we will present how grammar has been taught and what theories and methods have been used. In the next subsection, we present three approaches to teaching grammar, which have all been prominent at one point or another.

### 2.4.1 Krashen's Monitor Model (1982)

Krashen's monitor model is put together by five hypotheses, all about second language learning and acquisition (Krashen, 1982). The first is the Acquisition-Learning Hypothesis (1). This hypothesis differentiates Second Language Learning (SLL) from Second Language Acquisition (SLA). An important part of the hypothesis is that there are distinct differences between these two. SLA happens implicitly, naturally, and informally through exposure and use of the language, resulting in implicit knowledge about said SL (Krashen, 1982). Gaining knowledge about the language, but not explicitly the rules of the language. In contrast to SLA,

SLL happens through explicit learning and planned actions. This will result in explicit knowledge about the target language. The hypothesis also states that age is irrelevant to SLL, as everyone has an innate Language Acquisition Device (LAD). Krashen (1982) concludes by saying that explicit teaching and learning are unnecessary for SLA.

The Natural Order Hypothesis (2) argues that the acquisition of grammatical structures happens in a set order for both the learner's mother tongue and their second language (SL). However, the order of acquisition differs between the two. The order of SLA appears to follow a set order, irrespective of the learners' mother tongue. E.g., learners of English tend to grasp the concept of yes/no-questions before the concept of wh-questions. According to Krashen (1982), the acquisitional order tends to be the same if the learner has received explicit instruction or not.

The Monitor Hypothesis (3) states that the only function of learning within SLA is as a monitor to alter that which is already known and to produce grammatical knowledge not yet acquired. Being a monitor allows the user to correct one's oral proficiency either before production or after. According to Krashen (1982), explicit knowledge of language rules is not sufficient on its own. Three more conditions are required, time (to monitor), focus (on correctness) and knowledge (of rules). Even though a language user has all three components, it is still not certain that they are able to act as a monitor (Krashen, 1982).

The Input Hypothesis (4) is only relevant for SLA and not SLL (Krashen, 1982). In the Input Hypothesis, the learner must have comprehensible input to progress to the next level of acquisition. This underlines the point of explicit learning being unnecessary. The Input Hypothesis also requires the user to have a LAD (The Natural Order Hypothesis) that allows the user to acquire new knowledge from the comprehensible input. However, Krashen also underlines the fact that, just as time, focus and knowledge are required for the Monitor Hypothesis, comprehensible input is required but not necessarily enough for the SLA.

The Affective Filter Hypothesis (5) considers the affective filters. The affective filters are non-linguistic variables such as motivation, self-confidence, anxiety, fear, nervousness, and boredom. According to Krashen (1982), the affective filters affect the acquisition of language, but not learning, by stopping the comprehensible input from reaching the LAD. The affective filter is individually based, and the SL instructor can and should work to negate the negatives of the Affective Filter.

Krashen (1982) concluded that grammar instruction had a small part in language acquisition. Rules that are taught will not be acquired in the same way but will be used to monitor oneself until the appropriate rules are acquired. He (1982) also meant that learning grammar rules could be harmful and counterproductive as these should just be acquired through exposure.

Every part of Krashen's Monitor Model (1982) has met criticism. The Acquisition-Learning Hypothesis (1) has been criticised on several points, such as it is impossible to know if language production resulted from implicit acquisition or explicit learning (McLaughlin, 1978). Gregg (1984) claimed that the argument that learning cannot become acquisition is questionable as he learned conjugation of Japanese verbs through rote memorisation, which then led to learning becoming acquisition. The Affective Filter Hypothesis has also been criticised by Zafar (2009), who claimed it fails to give a sufficient answer to the fact that affect alone is accountable for individual differences in SLA. The model has also been criticised for the fact that the hypotheses are not testable (McLaughlin, 1978) and that Krashen has drawn the wrong conclusions from his research (White, 1987). Regardless of the criticism, Krashen's Monitor Model is one of the most used models in SLA. Especially his Input Hypothesis (4) has been influential in research into SLA. It has also been proven that learners can make progress through comprehensible input without any instruction, but that that is not enough to fully master a language as some teaching will be needed (Lightbown and Spada, 2013, p. 107).

#### 2.4.2 Communicative Language Teaching (Dell Hymes)

Communicative Language Teaching (CLT) was a term coined by Dell Hymes in reaction to the behaviourist methods which were used up to this point (Savignon, 1991, p. 1). Communication was seen in relation to the four skills: listening, speaking, reading, and writing. The first two were active skills, and the last two were passive (Savignon, 1991, p. 1). In CLT, those who read and write are no longer seen as passive but as "active participants in the negotiation of meaning" (Savignon, 1991, p. 1). The communicative competence which is needed for participation in the negotiation of meaning is not only grammatical but also pragmatic. An important part of CLT is learner participation in communication (Savignon, 1991, p. 273). Self-assessment of progress is also an important part of learning in CLT. CLT sees language use as a tool for social participation, and the EFL teaching shows signs of this. One main challenge for the teachers is that the learner is more in focus than what the learner produces (Savignon, 1991, p. 266). This communicative approach resulted in more task-related and communication centred (Savignon, 1991, p. 268). approaches assessment is also more

difficult, as it is difficult to know where to draw the line on what is communication and what is not (Savignon, 1991, p. 266). Although grammar is not in focus, it is still needed to communicate. Teachers chose to use meaning-focused self-expression methods rather than form-focused structure drills (Savignon, 1991, p. 268). The teachers were able to do this with no loss of morphosyntactic competence in the learners (Savignon, 1991, p. 266).

#### 2.4.3 Grammar Translation Method

The Classical method has historically been one of the most used methods in grammar teaching, became better known as the grammar-translation method in the 19. Century. According to Brown (1994), the method aimed to focus on grammatical rules, vocabulary, and translation. During that time, the goal of language learning was not communication orally but rather scholarly understanding and being able to read and understand the different languages. Even though the grammar-translation method is somewhat outdated, it could still play a part in the ESL classroom today. Chang (2011) conducted a study that compared the use of the grammar-translation method and the communicative approach in Taiwan. The results of the study indicated that the grammar-translation method was better suited for teaching the learners grammar. The grammar-translation method was also able to meet the learners' expectations of what language learning is. Chang (2011, p.21) concluded that a combination of the communicative approach and grammar-translation method would be the preferred approach to language teaching in Taiwan. The combination would promote fluency through the communicative approach, while the grammar-translation method could help progress the learners' grammatical understanding.

### 3. Method and Materials

#### 3.1 Why a Quantitative Method of Data-Collection?

We have chosen to use a quantitative method to gather our data, which was used to answer our thesis question and hypotheses. There are several advantages and disadvantages to using a quantitative method to collect data.

Jacobsen (2018, pp. 134-135) has listed overview (1), precision (2), generalisation (3), and distance (4) as advantages. Disconnection from reality (5), distance (6), rigidity (7) and research effect (8) as mentioned as disadvantages. The advantage of overview (1) is that the quantitative data can quickly be put into a system. The different groups of participants are then easily organised and re-organised (Jacobsen, 2018, p. 134). Precision (2) is relevant when it comes to getting exact answers. The answers are easily transferable to numbers representing the informant's agreeableness level. Generalisation (3) is crucial as it makes the research cheap in terms of both time and money, which again leads to the possibility of getting a large number of participants, increasing the generalisability of the study (Jacobsen, 2018, p. 134). This type of study also has a high external validity (Jacobsen, 2018, p. 134). Distance (4) is defined as the distance between you as a conductor of the survey and the participant, not colouring their answers because of your relationship (Jacobsen, 2018, p. 135).

Disconnection from reality (5) can be a disadvantage as it does not allow you, the researcher, to go into depth in the field you are researching (Jacobsen, 2018, p. 135). The disconnection emphasises the importance of formulating the questions as we as researchers define what is important to investigate. Distance (6) is seen as a disadvantage as it can lead to a lower understanding of what the questionnaire is asking. The distance also hinders our understanding of the individuals' situation (Jacobsen, 2018, pp. 135-136). Rigidity (7) is seen as a disadvantage because a quantitative method must follow a set process (Jacobsen, 2018, p. 136). Research effect (8) shows several weaknesses which are already connected to using a questionnaire, such as someone not answering, a systematic unevenness or the formulation of the questions (Jacobsen, 2018, p. 136).

These advantages and disadvantages of using a questionnaire can also be seen in other works, such as Dörnyei and Taguchi (2010), who describe the advantages as research time, research effort and financial resources. Even though Dörnyei and Taguchi (2010) have written them differently than Jacobsen (2018), the essence is similar. There are some differences when it comes to the disadvantages written in Dörnyei and Taguchi (2010) compared to Jacobsen

(2018), although the overall understanding is similar. The main difference is the fatigue effects, which is when a questionnaire becomes too long, and the informants give an inaccurate response because of boredom or tiredness.

As we set out to find answers to what Norwegian 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders and their teachers generally believe about English grammar and how it is being taught, some of these points are more or less relevant than others (Jacobsen, 2018, pp. 134-135). Overview (1) and precision (2) are positive as we aimed to get an overview of the current situation in the Norwegian English classroom as L2 grammar teachers. The point of precision allowed us to effectively make sense of larger numbers of data. Generalisation (3) also came into play, as we, by the completion of the study, hoped to be able to make some generalisations based on our findings through the use of the 422 participants. This also made the point of disconnection from reality (5) less relevant. Distance (4 & 6) can be seen as both an advantage and a disadvantage. The disadvantage is somewhat irrelevant as we did not look to see the situation of an individual but rather the larger general school population. To counteract the possibility of misunderstandings, we chose to be present during the completion of the questionnaire. This was especially important in 5<sup>th</sup> grade, where we viewed the chance of misunderstanding to be the greatest. The advantage is, however, that we did not get the chance to create a relationship with the informants, which could colour their answers. Rigidity (7) has not been a disadvantage to this research as it is more of a help in keeping things on track. We also made decisions to mitigate the research effect (8) by being on-site during the questionnaires and controlling the possible randomness of participants to the best of our ability. We have also contacted schools and teachers who gave us access to their classes, which increased the informants' willingness to answer.

### 3.2 Designing the Questionnaire

When designing our questionnaire, we began by looking at similar studies which had been done, such as Loewen et al. (2009), Emel and Toraman (2015) and especially Horwitz' (1988) Beliefs About Language Learner's Inventory (BALLI). This study influenced some of our items as well as the overall design. Dörnyei and Taguchi (2010) also list some steps we went through to create our questionnaire. Among them are deciding on length, writing effective items and sequencing them, deciding on instructions and examples, translating the questionnaire into the target language, and piloting the questionnaire. Quoting Dörnyei and Taguchi (2010, p.12), "less is often more" regarding questionnaire design. Playing on this, we decided to have 13 questions with a Likert scale (1-5 with agreeability) and one question matrix

with L2 teaching methods and how much they enjoyed working with them/how often they used them. In addition to this, we had two questions on gender and grade. Dörnyei and Taguchi (2010) also write that anything exceeding 30 minutes is too much, and since we were using children aged 10-16, we decided that anything exceeding 15 minutes would be too long. When it came to the layout of the questionnaire, Dörnyei and Taguchi (2010) mentioned several important factors such as density, number of pages, paper quality etc. The questionnaire created for this study used Nettskjema.no, which is, as stated by themselves, Norway's most secure and most used solution for data collection for research. It was created by UIO (University of Oslo) and is recommended by the Norwegian Centre for Research Data (NSD). As this premade web solution is widely used and recommended, most of the factors regarding layout are both well tested and pre-decided by the program.

Dörnyei and Taguchi (2010) tell us that the main part of a questionnaire should include a title, instructions, the questionnaire items, additional information, and a final thank you. As we, the researchers, had decided to conduct the questionnaires with the learners ourselves, we considered these elements but did not include them all in our questionnaire. The questionnaire itself had a title that was easy to separate from each other, e.g., "Spørreundersøkelse skole 1a", and not a title that gave insight into what we were researching as is recommended by Dörnyei and Taguchi (2010). This decision was made on the basis that we believed the title would be irrelevant for the informants in our study. We would also be there to describe what the answers were going to be used for and provide a brief explanation of the study we were conducting. The need for general instructions is, as Dörnyei and Taguchi (2010) describe, important, as it gives the informants information about the study in general and who we, the researcher, are. Specific instructions, on the other hand, could be information about the numerical rating scale given, such as 1 = Not at all, 2 = Not really, 3 = Neither like nor dislike, etc. According to Dörnyei and Taguchi (2010), this should be repeated at least two times on each page. As this study focused on kids aged 10-16, we decided to include this information for every question to make sure the informants knew what the numbers meant. The final "Thank you" was also done orally at the schools where we conducted the questionnaire. At the schools where we did not get the chance to attend the questionnaire, the thank you was sent through email to our contact person.

"The most commonly used scaling technique is the Likert scale..." (Dörnyei & Taguchi, 2010, p. 27). According to Dörnyei and Taguchi (2010), the reason for its popularity is because it is simple, versatile, and reliable. Likert-scale is built up of multiple statements, all related to a particular subject. The respondents are then asked to indicate to what extent they agree or



disagree with the different statements. Originally, the scale contained five different response options, but it has been tested with both more and less, although too many could impact the validity of the questionnaire. In our case, the choice stood between five and seven as we wanted to include the neutral middle-ground to not force the informants to choose a side. Dörnyei and Taguchi (2010, p. 28) end by stating that Likert scales have been successfully used with children. As stated in 1.3, we made several small changes when adapting our study to our youngest participants. Some changes were in the questionnaire, and some were in how much time we set aside to walk them through the different questions, read them out loud and general explanations. Our understanding and definition of grammar were not presented in the questionnaire itself but explained orally and with examples at the start and during the completion.

### 3.2.1 Execution

Dörnyei and Taguchi (2010) state that when selecting the sample of the study, the researcher should try to mimic the general population of the groups they are studying, especially in regard to the general characteristics. The general characteristics were, as mentioned by Dörnyei and Taguchi (2010, p. 60), "e.g., age, gender, ethnicity, educational background, academic capability, social class, or socioeconomic status, etc.". When making a fairly random selection of schools to participate, we ended up having most of the characteristics mentioned by Dörnyei and Taguchi (2010). Age is somewhat irrelevant as we chose to do our research in the 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades, which have a set age for the learners in Norway. Regarding gender, we thought a random selection would be best to ensure that there was as natural gender distribution as possible. The educational background would, in this case, refer to the teachers and is something we did not get any insight into. Academic capabilities, social class, and socioeconomic status could probably mimic their heredity and the environment they grew up in. We believe this will also be representative of the general population as we visited different areas as a result of the randomness of the sample size.

Dörnyei and Taguchi (2010, p. 63) recommend having at least 50 participants when it comes to L2 studies. Having that in mind, we wanted to make sure we got at least that. We aimed to get 100 learner participants in each sample group (grade). When we finished our data collection, having included every school that wanted to join, we had 106 (26.2%) in 5<sup>th</sup> grade, 183 (45.2%) in 8<sup>th</sup> grade and 116 (28.6%) in 10<sup>th</sup> grade. Data were also collected from the teachers of the different grades and classes. As a result of not focusing on the teachers and the time frame of the study, we decided to be content with the teachers we got. It was not the

recommended number of 50, but we got enough to get statistically significant results during our testing. We got 5 teacher participants in the 5<sup>th</sup> (29.4%) and 8<sup>th</sup> (29.4%) grades and 7 in 10<sup>th</sup> grade (41.2%).

There are several types of questionnaire-administration approaches. We chose an on-site group administration, which is the most common one (Dörnyei & Taguchi, 2010, pp. 68-69). The reason we chose to be on-site, specifically in 5<sup>th</sup> grade, was because "With larger groups, or with groups of less mature kids, more than one field worker is needed at the time to help with answer questions..." (Dörnyei & Taguchi, 2010, p. 69). The danger with group-administration is that someone might copy their neighbours' answers without giving their own. To counteract this, we made sure to be clear that we wanted each individual learner's answers.

### 3.3 Analysis

We decided to do our analysis after the administration of the final questionnaire. To do so, we used SPSS 28.0 (Statistical Package for the Social Sciences, version 28.0). After moving all our raw data from Excel to SPSS, we ran several tests. As you will read in chapter 4, we split the results part into three, presenting all items and the comparisons in their own chapter. When analysing all six participant groups, we conducted a Kruskal-Wallis test to see if there were any statistically significant differences regarding the different items. The Kruskal-Wallis test is used to determine statistically significant differences between three or more items and is used in chapters 4.1 Results: Grades and 4.3 Results: Gender. In chapter 4.2 Results: Comparing Learners to teachers. We used a Mann-Whitney U test to determine the statistically significant differences between the items as there were only two items which were compared. Where the Kruskal-Wallis test resulted in statistically significant differences between groups, a post-hoc test was performed to indicate between which groups the differences occurred. We had to run these tests because we had ordinal data because of using Likert scales in our questionnaire. An alpha level of .05 was set to determine statistically significant results in all the tests. In addition to these tests, we created an ordinal ranking system to visually illustrate the differences in answers between the groups. We ranked the groups from 1-3 or 1-2 (depending on the number of groups). The most positive answers received a score of 2/3, and the least positive received a 1). After colour-coding and putting these in tables, we could easily distinguish which groups were the most positive.

First, we looked to see if there were any differences between the different grades (age) and presented that with the teachers in chapter 4.1. Then we analysed 5th grade learners up against the 5th grade teachers, 8th grade learners up against 8th grade teachers, and 10th grade

learners up against 10th grade teachers to look at the different beliefs of the learners and teachers from the same grade. Lastly, we looked at gender differences.

### 3.4 Ethics

When searching for informants to partake in this study, we contacted schools through their official email, making it go through the principal before ending up at the English teachers. We wanted to make sure that all participants understood that even though the research is important and that we would be very thankful for their participation, it was completely voluntary. It was therefore made clear through the Email sent to schools as well as orally to the participants that participation was optional. One risk would be that the participants could be identified. We went through the proper channels and had a conversation with NSD to ensure keeping our data in a safe location. After this conversation, we agreed to keep as few copies of the files as possible and on an encrypted cloud. All names of schools have also been coded to be unrecognisable. The data will be deleted after the study is completed.

### 3.5 Reliability and Validity

#### 3.5.1 Reliability

Reliability tells us about the credibility of research and its consistency; it is often used to explain the possibilities for reproducing the results (Kvale & Brinkmann, 2017, p. 276). It also tells us how stable and consistent the scores from an instrument (method) are (Cresswell, 2012, p. 159). The reliability of the instrument used can be tested by completing the research again, and the results should be nearly identical, although variables such as time and place must be considered. The reliability of the instrument, in our case, a questionnaire, can be affected by several factors such as the clarity of the questions, consistent and similar procedure of completing the test, and allowing the participants the time to complete it without stress (Cresswell, 2012, p. 159). The process of creating a questionnaire that asked the questions we needed and found interesting, as well as being clear and easily understandable for the 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades, was challenging. We had the questionnaire checked by our supervisor before conducting the studies, where we concluded that the questionnaire was ready for implementation. When conducting the first questionnaire in 5<sup>th</sup> grade, we realised and experienced that the questions were a bit difficult to understand and that the learners needed a better explanation of the term "grammar" before being able to give reliable and correct answers. As this was realised early in the first completion, we decided to go through the questionnaire on the smartboard question by question explaining the more difficult questions. This resulted in the learners getting an increased understanding and being able to answer the questions to the

best of their ability. Before completing more questionnaires, we altered the wording of the questions without affecting the meaning. We simplified words like "fokus" (focus) to "øve" (practice) and gave oral explanations for other difficult terms such as grammar before administering the questionnaires. This resulted in easier completions with future 5<sup>th</sup> grades. After the first completion, we followed a pre-planned and consistent procedure when completing the questionnaires and gave the learners the time they needed without having a set time frame.

To mitigate the chances of misunderstandings, the questionnaire and instructions for all the groups were given in Norwegian. Some grammatical examples were given in English to make sure the informants understood that it was the subject in question. Most of the questions were to be answered using a Likert scale ranging from 1-5 to make the questions easier to answer and to increase the ability to numerically analyse the answers.

### 3.5.2 Validity

Validity concerns to which degree a study can give a justifiable answer to the question of the study you are conducting (Dahlum, 2021). According to Cresswell (2012, p. 159), validity can be described as to which degree the interpretation of the evidence collected is correctly interpreted for the proposed purpose. Based on the two different explanations of validity, one could argue that the validity of a research is its ability to answer the question of the study with evidence that is correctly and ethically interpreted. To increase the validity of a study, one should aim to prove how the answers you have found are more plausible than the alternatives, as complete validity is impossible (Dörnyei, 2007, p. 52).

To help increase the validity of this study, it was decided that we, as the researchers, would to the best of our capabilities collect primary data. To accomplish this, we physically visited 6 of the 9 schools where the questionnaires were being answered. The aim of our being present was to be available to answer any questions and/or uncertainties and to ensure that the questionnaire and the process happened as smoothly as possible. This was especially important when conducting the questionnaire in 5<sup>th</sup> grade, as the questions could be difficult to understand for some of the informants. Unfortunately, because of crashing schedules and the still ongoing covid-19 pandemic, we were unable to visit 3 of the 9 schools (none of which were 5<sup>th</sup> grades) and therefore had to settle for someone else completing the survey in our stead. As mentioned earlier, we prioritised conducting the questionnaire ourselves in the 5<sup>th</sup> grade groups, and purposefully let other teachers or student teachers conduct it on our behalf in 3 of the 9 schools (in 8<sup>th</sup> and 10<sup>th</sup> grade). Based on our experience conducting the questionnaire in these grades,

our lack of presence should not play a significant role in its validity as the questionnaire was easily understandable for the age group in question. To further negate the effect of our absence, we sent an Email to the schools with instructions on how they should complete the questionnaire in a similar way as we had done previously.

## 4. Results

In this part, the results of the questionnaire will be presented. Differences regarding grades for learners and teachers will be presented first in sections 4.1, 4.2 teachers vs. learners, before 4.3 will contain the results regarding gender differences between learners. Items will be presented in tables in all three chapters before separating learners and teachers and presenting their results in each half of a paragraph in chapter 4.1. In the rare case that a question is different in the teachers' questionnaire than the learners, it will be written underneath the learner question in the table. It will also be marked with an asterisk. The Likert-scale alternatives given to the participants will be given underneath each table as a "Note". In some tables, where there are different alternatives for different questions, all the alternatives will be given as "notes" and distinguished through the use of "a" and "b". The Kruskal-Wallis test and post-hoc have been completed with the data from learners and teachers in separate tests. The Kruskal-Wallis test is performed to determine if there are any statistically significant differences between three or more groups of an independent variable, while the post hoc test is performed to uncover between which specific groups the significant differences are. The total number of participants is 422, 405 learners and 17 teachers. The learners' groups are 5<sup>th</sup> grade, where 106 participants comprise 26.2% of the participants. There are 183 8<sup>th</sup> grade learners, which makes up 45.2% of the participant. There are 116 10<sup>th</sup> grade participants, which makes up 28.6%. Both 5<sup>th</sup> and 8<sup>th</sup> grade teachers have 5 participants each making up 29.4%, while there are 7 respondents from 10<sup>th</sup> grade teachers making up 41.2%. The results will be presented similarly through all tables. This will be done to; uphold consistency, make it easier to compare results between the tables, as well as making it easier to duplicate the test results. The tables will be divided into six columns, the first being "item", which will contain the question given in the questionnaire, the second column is "participants", which grade/group the participants are a part of, third column "n" meaning the number of respondents, fourth "M" gives the mean value (average score), the fifth column "SD" stands for standard deviation, and the sixth and last column named "Mdn" meaning median.

### 4.1 Grades

Table 1 contains the descriptive statistics for items 1-3 from the questionnaire, which asked the participants whether grammar should be learned alone, if learners lost focus during grammar lessons, and if it was just as easy learning English without focusing on grammar. The data indicated that 10<sup>th</sup> grade teachers tended to be more negative about focussing on grammar

than the 5<sup>th</sup> and 8<sup>th</sup> grade teachers. Also, 5<sup>th</sup> grade students reported losing less focus during grammar lessons than the older students.

**Table 1**

*Participant responses for items 1-3*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Grammar should be learned alone, with focus on just the grammar. (1)  *Grammar should be taught alone with the sole focus on grammar. (Explicitly) (1)	10th grade learners	116	3,09	1,108	3,00
	8th grade learners	183	2,99	1,043	3,00
	5th grade learners	106	3,24	1,010	3,00
	10th grade teachers	7	2,29	,951	2,00
	8th grade teachers	5	3,20	,837	3,00
	5th grade teachers	5	2,80	,837	3,00
I lose focus during grammar lessons. (2)  *I believe my learners lose focus during grammar lessons. (2)	10th grade learners	116	3,07	1,221	3,00
	8th grade learners	183	3,03	1,155	3,00
	5th grade learners	106	2,42	1,154	2,00
	10th grade teachers	7	3,43	,535	3,00
	8th grade teachers	5	2,40	,548	2,00
	5th grade teachers	5	2,40	,548	2,00
It is just as easy to learn English without focusing on grammar. (3)	10th grade learners	116	2,86	1,278	3,00
	8th grade learners	183	2,87	1,238	3,00
	5th grade learners	106	3,07	1,189	3,00
	10th grade teachers	7	3,00	,577	3,00
	8th grade teachers	5	2,40	1,140	2,00
	5th grade teachers	5	2,80	1,304	3,00

*Note.* 1 = strongly disagree, 5 = strongly agree

We conducted a Kruskal-Wallis test to ascertain whether there were statistically significant differences between the learners for the above items. The results indicated there were statistically significant differences between the learners regarding item 2 [ $H(2) = 20.725$ ,  $p < .001$ ], whereas no statistically significant differences were found regarding items 1 [ $H(2) = 3.810$ ,  $p = .149$ ], and 3 [ $H(2) = 2.082$ ,  $p = .353$ ]. Post-hoc test results for item 2 indicated that 5<sup>th</sup> graders lost statistically significantly less focus than did both 8<sup>th</sup> ( $p < .001$ ) and 10<sup>th</sup> ( $p < .001$ ) graders during grammar lessons. A Kruskal-Wallis test was also performed to determine whether there were statistically significant differences between the teachers. The results indicated that there were statistically significant differences between the teachers for the above items. The results indicated that there were statistically significant differences between teachers regarding item 2 [ $H(2) = 8.175$ ,  $p = .017$ ], whereas no statistically significant differences were found regarding items 1 [ $H(2) = 3.041$ ,  $p = .219$ ] and 3 [ $H(2) = 1.039$ ,  $p = .595$ ]. Post-hoc test results for item 2 indicated that teachers in 10<sup>th</sup> grade believe that their learners lose more focus during grammar lessons than teachers in 5<sup>th</sup> ( $p = .048$ ) and 8<sup>th</sup> ( $p = .048$ ) grades.

Table 2 contains the descriptive statistics for items 4-6 from the questionnaire, which asked the participants how much time should be spent on grammar, if it is essential to focus on grammar as languages are built upon rules, and whether focusing on grammar makes people not want to learn languages. The data indicated that 10<sup>th</sup> graders thought there should be less time spent on grammar than both 8<sup>th</sup> and 5<sup>th</sup> grade learners. The data also indicated that out of all the groups, 8<sup>th</sup> grade learners found the focus on grammar to be the most essential and 8<sup>th</sup> grade teachers found it to be the least essential. 5<sup>th</sup> grade learners also scored lower on the question regarding how a focus on grammar makes people not want to learn languages, with 8<sup>th</sup> and 10<sup>th</sup> grade scoring equally negatively. The teachers scored lower than the learners meaning that they do not believe a focus on grammar has the same effect.

**Table 2**

***Participant responses for items 4-6***

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
On a scale from 1-5, how much time should be spent on grammar? (4) <sup>b</sup>	10th grade learners	116	3,03	,807	3,00
	8th grade learners	183	3,27	,851	3,00
	5th grade learners	106	3,31	,773	3,00
	10th grade teachers	7	3,00	,577	3,00
	8th grade teachers	5	3,00	,707	3,00
	5th grade teachers	5	3,00	,000	3,00
Since all languages are built up by rules, it is essential to focus on grammar. (5) <sup>a</sup>	10th grade learners	116	3,72	,929	4,00
	8th grade learners	183	3,90	,899	4,00
	5th grade learners	106	3,52	,853	3,00
	10th grade teachers	7	4,00	,577	4,00
	8th grade teachers	5	3,40	,894	4,00
	5th grade teachers	5	3,80	,447	4,00
Focusing on grammar makes people not want to learn languages. (6) <sup>a</sup>	10th grade learners	116	3,21	1,161	3,00
	8th grade learners	183	3,21	1,055	3,00
	5th grade learners	106	2,42	1,145	2,00
	10th grade teachers	7	2,86	1,069	3,00
	8th grade teachers	5	2,40	,894	3,00
	5th grade teachers	5	2,80	1,095	3,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

The Kruskal-Wallis test results indicated that there were statistically significant differences between the learners regarding items; 4 [ $H(2) = 8.161, p = .017$ ], 5 [ $H(2) = 15.644, p < .001$ ], and 6 [ $H(2) = 35.074, p < .001$ ]. Post-hoc test results for item 4 indicated that 10<sup>th</sup> grade learners thought there should be used less time on grammar lessons than 5<sup>th</sup> ( $p = .040$ ) and 8<sup>th</sup> ( $p = .034$ ). For item 5 the post-hoc test results concluded that 8<sup>th</sup> grade learners believed it is more essential to focus on grammar than 5<sup>th</sup> grade learners ( $p < .001$ ). The results of the



post-hoc test for item 6 found that 5<sup>th</sup> grade learners were more positive than 8<sup>th</sup> ( $p < .001$ ) and 10<sup>th</sup> ( $p < .001$ ) grade when it comes to a focus on grammar making people wanting to learn languages despite focusing on grammar. The Kruskal-Wallis test results regarding the teachers indicated that there were no statistically significant differences between the teachers regarding items 4 [ $H(2) = .000, p = 1.000$ ], 5 [ $H(2) = 1.882, p = .390$ ] and 6 [ $H(2) = .958, p = .619$ ]. Table 3 contains the descriptive statistics for questions 7-9 from the questionnaire. The questions asked whether focusing on grammar would improve learners' oral skills, if the learners would focus on English grammar if they were the teachers, and if the learners wanted to understand the rules behind English. Question 8 and 9 are different from what the teachers were asked to answer. The data indicated that the learners had a similar view for question 7, and that the teachers in 5<sup>th</sup> and 8<sup>th</sup> grade believed that grammar had a higher effect on learners' oral proficiency than 10<sup>th</sup> grade teachers, who considered it to be less important. Regarding questions 8 and 9 for learners, 5<sup>th</sup> graders seemed to be more positive about how much focus should be on grammar and their want to understand the rules behind English than the other two groups. When it comes to the teachers, they seemed to be neutral to question 8, but believed it was important to teach their learners the rules of the English language.

**Table 3**

*Participant responses for items 7-9*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Focusing on grammar will not make learners better at speaking English. (7)	10th grade learners	116	2,56	1,287	2,00
	8th grade learners	183	2,57	1,238	2,00
	5th grade learners	106	2,37	1,275	2,00
	10th grade teachers	7	3,00	,816	3,00
	8th grade teachers	5	1,80	,447	2,00
	5th grade teachers	5	1,60	,548	2,00
If I was an English teacher, I would not focus on English grammar (8)	10th grade learners	116	2,65	1,210	2,00
	8th grade learners	183	2,63	1,255	3,00
	5th grade learners	106	2,50	1,157	2,00
* If I could decide the contents of the curriculum, the focus would not be on English grammar (8)	10th grade teachers	7	2,86	,690	3,00
	8th grade teachers	5	3,00	1,225	3,00
	5th grade teachers	5	2,80	,837	3,00
I want to understand the rules behind English (9)	10th grade learners	116	3,65	1,121	4,00
	8th grade learners	183	3,85	,964	4,00
	5th grade learners	106	4,09	,879	4,00
* I believe it is important to teach my learners the rules behind the English language (9)	10th grade teachers	7	3,71	,488	4,00
	8th grade teachers	5	3,80	1,095	4,00
	5th grade teachers	5	3,80	1,095	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The Kruskal-Wallis test results indicated that there were statistically significant differences between the learners regarding item 9 [ $H(2) = 9.194, p = .010$ ]. There was no statistically significant difference found regarding items 7 [ $H(2) = 2.318, p = .314$ ] and 8 [ $H(2) = .932, p = .627$ ]. The post-hoc test for item 9 indicated that 5<sup>th</sup> graders were more in favour of learning the rules behind English than 10<sup>th</sup> graders ( $p = .008$ ). Regarding teachers, the Kruskal-Wallis test concluded that there were statistically significant differences from item 7 [ $H(2) = 9.036, p = .011$ ] and not for items 8 [ $H(2) = .474, p = .789$ ] and 9 [ $H(2) = .472, p = .790$ ]. A post-hoc test was conducted for item 7 which showed that 5<sup>th</sup> grade teachers believed that focusing on grammar would make their learners better at oral English than what the 10<sup>th</sup> grade teachers believed ( $p = .019$ ). Table 4 contains the descriptive statistics for questions 11 and 12 from the questionnaire. The questions asked if the participants believed that learners must participate in English grammar lessons to be able to use English professionally and if the learners thought it was boring to learn English grammar, and if the teachers thought it was boring to teach English grammar. The data indicated that all participants found it important to participate in English grammar lessons to be able to use English professionally, with teachers generally being more positive than the learners. Regarding question 11, 5<sup>th</sup> grade learners thought it to be the least boring learning English grammar, and the 5<sup>th</sup> grade teachers thought it to be the least boring teaching it.

**Table 4**

***Participant responses for items 10-11***

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
To be able to professionally use English, I have to participate in English grammar lessons. (10)	10th grade learners	116	3,76	1,124	4,00
	8th grade learners	183	3,82	1,122	4,00
	5th grade learners	106	3,75	1,076	4,00
	10th grade teachers	7	4,14	,690	4,00
	8th grade teachers	5	4,00	,707	4,00
	5th grade teachers	5	4,00	,707	4,00
I think it is boring to learn English grammar. (11)	10th grade learners	116	3,51	1,168	3,00
	8th grade learners	183	3,53	1,004	4,00
	5th grade learners	106	2,57	1,171	3,00
*I think it is boring spending time teaching English grammar. (11)	10th grade teachers	7	2,57	,976	3,00
	8th grade teachers	5	2,20	1,095	3,00
	5th grade teachers	5	1,60	,894	1,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The results provided by the Kruskal-Wallis test indicated that there were statistically significant differences between the learners in item 11 [ $H(2) = 49.056, p < .001$ ] and no statistically significant difference was found in item 10 [ $H(2) = .570, p = .752$ ]. The post-hoc test was performed and showed that 5<sup>th</sup> graders were more positive towards learning English

grammar than 8<sup>th</sup> ( $p < .001$ ) and 10<sup>th</sup> ( $p < .001$ ) graders, who found grammar learning to be more boring. Regarding teachers, no statistically significant differences were found for either item 10 [ $H(2) = .195, p = .907$ ] or 11 [ $H(2) = 2.617, p = .270$ ].

Table 5 contains the descriptive statistics for items 12 and 13 from the questionnaire. The questions asked the learners if they would use other methods than explicit grammar teaching to teach grammar in school if they were the teacher and if they felt closer to knowing the language when learning new English rules. The teachers were asked if they try to use other methods than explicit grammar teaching to teach English grammar and how much time they spend on English grammar in their lessons. Regarding item 12, 10<sup>th</sup> graders would be more likely to use other methods than explicit grammar teaching, with a gradual decrease through the grades. 10<sup>th</sup> grade teachers report trying the hardest to use other methods than explicit grammar teaching, with 8<sup>th</sup> grade teachers scoring the lowest. Regarding learner item 13, 5<sup>th</sup> graders felt the most mastery when learning a new rule in English, with 10<sup>th</sup> grade learners scoring lower. Regarding teacher item 13, 10<sup>th</sup> grade teachers spend the least amount of time on English grammar in their lessons, with 8<sup>th</sup> grade teachers spending the most.

**Table 5**

*Participant responses for items 12-13*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school. (12) <sup>a</sup>	10th grade learners	116	3,69	,946	4,00
	8th grade learners	183	3,55	,970	4,00
	5th grade learners	106	2,96	1,112	3,00
*As a teacher I try to use other methods than explicit grammar teaching to teach English grammar. (12) <sup>a</sup>	10th grade teachers	7	4,29	,756	4,00
	8th grade teachers	5	3,80	,837	4,00
	5th grade teachers	5	4,00	,707	4,00
When I learn new rules in English, I feel like I am closer to knowing the language. (13) <sup>a</sup>	10th grade learners	116	3,49	,946	4,00
	8th grade learners	183	3,69	1,024	4,00
	5th grade learners	106	4,00	,956	4,00
*On a scale from 1-5, how much time do you spend on English grammar during English lessons? (13) <sup>b</sup>	10th grade teachers	7	2,14	,900	2,00
	8th grade teachers	5	2,80	1,095	3,00
	5th grade teachers	5	2,60	,548	3,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

The Kruskal-Wallis test results indicated that there were statistically significant differences between learners in item 12 [ $H(2) = 27.960, p < .001$ ] and 13 [ $H(2) = 16.649, p < .001$ ]. The post-hoc test was performed, showing a statistically significant difference in both

learner items. Item 12 showed 5<sup>th</sup> graders being less in favour of using other methods than 8<sup>th</sup> ( $p < .001$ ) and 10<sup>th</sup> ( $p < .001$ ) graders. Regarding item 13, 5<sup>th</sup> graders felt a higher degree of mastery when learning new rules in English compared to 8<sup>th</sup> ( $p = .040$ ) and 10<sup>th</sup> ( $p < .001$ ). Regarding teachers, the Kruskal-Wallis test was also performed, showing no statistically significant differences in either of the teacher items.

Table 6 contains the descriptive statistics for items 14-19, which were presented in a matrix format at the end of the questionnaire. It contained 5 items (14-18) for learners and 6 for teachers (14-19). The questions posed were "how well do you enjoy working with these methods" for the learners and "how often do you use these methods" for the teachers. The data indicates that the learners thought working with translating was fairly acceptable, while the teachers did not use this especially often. It also indicates that the learners were less positive about filling in correct verb forms and that the teachers tended to use it occasionally. When it comes to reading over ones' own or others' texts and correcting them, 5<sup>th</sup> grade learners were the most positive, with 8<sup>th</sup> grade in the middle and 10<sup>th</sup> grade as the least positive. 10<sup>th</sup> grade teachers were the ones who reported to use this method the most, with 5<sup>th</sup> grade teachers reported using it the least of the three teacher groups. 8<sup>th</sup> and 10<sup>th</sup> grade learners answered that they were lukewarm when it came to reformulating sentences, the 5<sup>th</sup> grade learners were the most positive. 8<sup>th</sup> grade teachers reported using this method quite often, while 5<sup>th</sup> grade teachers used it seldomly, and 10<sup>th</sup> grade teachers reported using it on occasion. Question cards scored consistently high for all learner groups. 10<sup>th</sup> grade teachers were the most positive towards this method using it sometimes, with 8<sup>th</sup> and 5<sup>th</sup> grade teachers using it less. Question 19 was only posted to the teachers, with all of them reporting using the language itself to teach grammar most of the time, making it the most used method for all grades.

**Table 6**

*Participant responses for items 14-19*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Translate from Norwegian to English or the other way around. (14)	10th grade learners	115	3,56	,984	3,00
	8th grade learners	178	3,41	,972	3,00
	5th grade learners	104	3,46	,994	3,00
	10th grade teachers	7	2,71	1,113	3,00
	8th grade teachers	5	2,80	,837	3,00
	5th grade teachers	5	2,60	,548	3,00
Fill in the correct form of the verb. (15)	10th grade learners	115	2,80	,984	3,00
	8th grade learners	179	2,93	,952	3,00
	5th grade learners	101	3,10	1,047	3,00
*Fill in the correct form of the verb. (15)	10th grade teachers	7	3,28	,756	3,00
	8th grade teachers	5	3,00	1,000	3,00

	5th grade teachers	5	3,20	,447	3,00
Reading over ones' own or others' texts and correct them. (16)	10th grade learners	114	2,78	1,095	3,00
	8th grade learners	177	3,03	1,107	3,00
	5th grade learners	91	3,20	1,137	3,00
	10th grade teachers	7	3,71	1,113	4,00
	8th grade teachers	5	3,60	,894	3,00
	5th grade teachers	5	2,80	,837	3,00
Reformulate sentences. (17)	10th grade learners	113	2,91	,950	3,00
	8th grade learners	175	2,97	1,002	3,00
	5th grade learners	89	3,10	,930	3,00
	10th grade teachers	7	2,86	1,069	3,00
	8th grade teachers	5	3,80	1,304	4,00
	5th grade teachers	5	2,20	,447	2,00
Question cards. (18)	10th grade learners	106	3,61	1,109	4,00
	8th grade learners	162	3,60	1,048	4,00
	5th grade learners	69	3,61	1,060	4,00
	10th grade teachers	6	3,00	,894	3,00
	8th grade teachers	3	2,67	1,528	3,00
	5th grade teachers	4	2,50	1,013	3,00
By using the language (reading, writing, or conversing). (19)	10th grade teachers	7	5,00	,000	5,00
	8th grade teachers	5	5,00	,000	5,00
	5th grade teachers	5	4,80	,447	5,00

Note. Learners: 1 = strongly dislike, 5 = enjoy it a lot

Note. Teachers: 1 = never, 5 = very often

The Kruskal-Wallis test results for the above items indicated there were statistically significant differences between the learners regarding item 16 [ $H(2) = 7.899, p = .019$ ], whereas no statistically significant differences were found regarding items 14 [ $H(2) = 1.434, p = .488$ ], 15 [ $H(2) = 4.661, p = .097$ ], 17 [ $H(2) = 2.201, p = .333$ ], and 18 [ $H(2) = .015, p = .993$ ]. Post-hoc test results for item 16 indicated that 5<sup>th</sup> grade learners were more in favour of reading over their own' and other's texts and correcting them than 10<sup>th</sup> ( $p = .019$ ) grade learners. We also conducted a Kruskal-Wallis test to ascertain whether there were statistically significant differences between the teachers for the above items. There were found no statistically relevant differences between any of the teachers, for any of the items. Item 14 [ $H(2) = .122, p = .941$ ], item 15 [ $H(2) = .354, p = .838$ ], item 16 [ $H(2) = 2.604, p = .272$ ] and item 17 [ $H(2) = 4.777, p = .092$ ], item 18 [ $H(2) = .495, p = .781$ ] and 19 [ $H(2) = 2.400, p = .301$ ].

## 4.2 Comparing Learners to Teachers

This section will compare each learner grade with the teachers from the same grade. The exceptions are for question 13, where the questions asked were too different to compare, and 19, where only the teachers were asked to answer. This section will be divided into three parts, one for each grade, starting with 5<sup>th</sup> and ending with 10<sup>th</sup>. In this chapter, the Kruskal-Wallis

test has been replaced with the Mann-Whitney U test, as there are only two different groups being compared. The test results will be presented similar to the ones from the Kruskal-Wallis test.

#### 4.2.1 5<sup>th</sup> Grade Learners and Teachers

Table 7 contains the descriptive statistics for items 1-5. Regarding the first question, the learners were more positive than the teachers when it came to explicit grammar teaching. The two groups have a fairly similar view on whether the learners lose focus or not. The 5<sup>th</sup> grade learners were also more likely to believe that it is just as easy to learn English without focusing on grammar than the 5<sup>th</sup> grade teachers. The learners also believed that English grammar should have more time allocated to it than the teachers believe. Both groups did, to some extent, agree on the fact that it is important to focus on grammar in English learning and teaching.

**Table 7**

*Participant responses for items 1-5*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Grammar should be learned alone, with focus on just the grammar. (1) <sup>a</sup>	5 <sup>th</sup> grade learners	106	3,24	1,010	3,00
	5 <sup>th</sup> grade teachers	5	2,80	,837	3,00
*Grammar should be taught alone with the sole focus on grammar. (Explicitly) (1) <sup>a</sup>					
I lose focus during grammar lessons. (2)	5 <sup>th</sup> grade learners	106	2,42	1,154	2,00
	5 <sup>th</sup> grade teachers	5	2,40	,548	2,00
*I believe my learners lose focus during grammar lessons. (2) <sup>a</sup>					
It is just as easy to learn English without focusing on grammar. (3) <sup>a</sup>	5 <sup>th</sup> grade learners	106	3,07	1,189	3,00
	5 <sup>th</sup> grade teachers	5	2,80	1,304	3,00
On a scale from 1-5, how much time should be spent on grammar? (4) <sup>b</sup>	5 <sup>th</sup> grade learners	106	3,31	,773	3,00
	5 <sup>th</sup> grade teachers	5	3,00	,000	3,00
Since all languages are built up by rules, it is essential to focus on grammar. (5) <sup>a</sup>	5 <sup>th</sup> grade learners	106	3,52	,853	3,00
	5 <sup>th</sup> grade teachers	5	3,80	,447	4,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

We conducted a Mann-Whitney U Test to see if there were any statistically significant differences between the learners and teachers for the above items. The results indicated that there were no significant results for any of the Items. Item 1, [ $H(2) = 189.500, p = .255$ ], Item

2, [ $H(2) = 271.500, p = .924$ ], Item 3 [ $H(2) = 240.000, p = .712$ ], Item 4, [ $H(2) = 195.000, p = .280$ ] and Item 5 [ $H(2) = 332.000, p = .305$ ].

Table 8 contains the descriptive statistics for items 6-10. The items asked if focusing on grammar makes people not want to learn languages. In this instance, the teachers believed more strongly than the learners that this was the case. The 5<sup>th</sup> grade learners believed more strongly than the teachers that grammar is not helping with oral proficiency. Both groups would keep a bit less focus on grammar, with the learners a bit below the teachers. Both groups believed that the rules of the English language are important, the learners a bit more than the teachers. The teachers thought that participating in grammar lessons was a bit more important than the learners, who also believed it was fairly important.

**Table 8**

*Participant responses for items 6-10*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Focusing on grammar makes people not want to learn languages. (6)	5 <sup>th</sup> grade learners	106	2,42	1,145	2,00
	5 <sup>th</sup> grade teachers	5	2,80	1,095	3,00
Focusing on grammar will not make learners better at speaking English. (7)	5 <sup>th</sup> grade learners	106	2,37	1,275	2,00
	5 <sup>th</sup> grade teachers	5	1,60	,548	2,00
If I was an English teacher, I would not focus on English grammar (8)  *If I could decide the contents of the curriculum, the focus would not be on English grammar (8)	5 <sup>th</sup> grade learners	106	2,50	1,157	2,00
	5 <sup>th</sup> grade teachers	5	2,80	,837	3,00
I want to understand the rules behind English (9)  * I believe it is important to teach my learners the rules behind the English language (9)	5 <sup>th</sup> grade learners	106	4,09	,879	4,00
	5 <sup>th</sup> grade teachers	5	3,80	1,095	4,00
To be able to professionally use English, I have to participate in English grammar lessons. (10)	5 <sup>th</sup> grade learners	106	3,75	1,076	4,00
	5 <sup>th</sup> grade teachers	5	4,00	,707	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The Mann-Whitney U Test results indicated that there were no statistically significant differences between the teachers and learners for the above items. Item 6, [ $H(2) = 325.500, p = .372$ ] item 7, [ $H(2) = 178.500, p = .202$ ], item 8, [ $H(2) = 315.000, p = .462$ ] item 9, [ $H(2) = 225.500, p = .551$ ] and item 10, [ $H(2) = 291.000, p = .700$ ].

Table 9 contains the descriptive statistics for items 11 and 12. The questions asked if the learners thought it was boring learning grammar, and if the teachers thought it was boring teaching it. The Teachers were more positive about teaching grammar than the learners were about learning it. When it came to using other methods than explicit grammar teaching, the 5<sup>th</sup> grade teachers reported trying fairly hard to use other methods, and the learners reported being fairly content with the methods they have experienced, scoring right below reasonable in usage.

**Table 9**

*Participant responses for items 11-12*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
I think it is boring to learn English grammar. (11)	5 <sup>th</sup> grade learners	106	2,57	1,171	3,00
* I think it is boring spending time teaching English grammar. (11)	5 <sup>th</sup> grade teachers	5	1,60	,894	1,00
If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school. (12)	5 <sup>th</sup> grade learners	106	2,96	1,112	3,00
*As a teacher I try to use other methods than explicit grammar teaching to teach English grammar. (12)	5 <sup>th</sup> grade teachers	5	4,00	,707	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The Mann-Whitney U test results indicated that there were statistically significant results between the two groups for item 12, [ $H(2) = 412.500, p = .028$ ]. Signifying that the teachers try to use less explicit methods than the learners would have in their place. There were no statistically significant results for item 11, [ $H(2) = 140.000, p = .066$ ]. Table 10 contains the descriptive statistics for items 14-18, where the learners were to choose how well they liked using different methods and teachers how often they used these methods. The reason there are several differences in the n-number here is that not all the learners were familiar with the stated method and chose "I have not tried" in the questionnaire, which has since been removed from the data set to not impact negatively on the test results. The learners are fonder of using translation as a method than how often the teachers use it. The two groups score almost the same in regard to filling in the correct form of the verb. The method the teachers used the least was reformulating sentences, and this is also where we found the second largest gap in Table 10 between the two groups. There are not so many learners who had tried the last method,



question cards, but those who had were positive towards it. The teachers do not use it so often, resulting in the largest gap in Table 10.

**Table 10**

*Participant responses for items 14-18*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Translate from Norwegian to English or the other way around. (14)	5 <sup>th</sup> grade learners	104	3,46	,994	3,00
	5 <sup>th</sup> grade teachers	5	2,60	,548	3,00
Fill in the correct form of the verb. (15)	5 <sup>th</sup> grade learners	101	3,10	,964	3,00
	5 <sup>th</sup> grade teachers	5	3,20	,447	3,00
Reading over ones' own or others' texts and correct them. (16)	5 <sup>th</sup> grade learners	91	3,20	1,137	3,00
	5 <sup>th</sup> grade teachers	5	2,80	,837	3,00
Reformulate sentences. (17)	5 <sup>th</sup> grade learners	89	3,10	,930	3,00
	5 <sup>th</sup> grade teachers	5	2,20	,447	2,00
Question cards. (18)	5 <sup>th</sup> grade learners	69	3,61	1,060	4,00
	5 <sup>th</sup> grade teachers	4	2,50	1,000	3,00

*Note. Learners:* 1 = strongly dislike, 5 = enjoy it a lot

*Note. Teachers:* 1 = never, 5 = very often

The Mann-Whitney U Test results indicated that there were statistically significant differences regarding items 14, [ $H(2) = 122.000$ ,  $p = .031$ ] and 17, [ $H(2) = 85.000$ ,  $p = .012$ ]. These results indicates that the learners enjoy using both methods statistically significantly more than the teachers use them. No statistically significant results were found for items 15, [ $H(2) = 276.000$ ,  $p = .706$ ], 16 [ $H(2) = 175.500$ ,  $p = .370$ ] or 18 [ $H(2) = 60.500$ ,  $p = .059$ ].

#### 4.2.2 8<sup>th</sup> Grade Learners and Teachers

Table 11 contains the descriptive statistics for items 1-5. The first question asked if the learners and teachers thought that grammar should be learned alone (explicitly), with the teachers being more positive about that than the learners. The second question showed that the learners lost somewhat more focus during grammar lessons than what their teachers believed they did. The 8<sup>th</sup> grade learners believed it to be easier to learn English without focusing on grammar compared to the 8<sup>th</sup> grade teachers. Both groups did, to some extent, agree on how much time should be spent on grammar, with the learners reportingly wanting a bit more time on it than the teachers. The learners also felt like grammar was more important than what the learners did.

**Table 11****Participant responses for items 1-5**

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Grammar should be learned alone, with focus on just the grammar. (1) <sup>a</sup>  *Grammar should be taught alone with the sole focus on grammar. (Explicitly) (1) <sup>a</sup>	8th grade learners	183	2,99	1,043	3,00
	8th grade teachers	5	3,20	,837	3,00
I lose focus during grammar lessons. (2) <sup>a</sup>  *I believe my learners lose focus during grammar lessons. (2) <sup>a</sup>	8th grade learners	183	3,03	1,155	3,00
	8th grade teachers	5	2,40	,548	2,00
It is just as easy to learn English without focusing on grammar. (3) <sup>a</sup>	8th grade learners	183	2,87	1,238	3,00
	8th grade teachers	5	2,40	1,140	2,00
On a scale from 1-5, how much time should be spent on grammar? (4) <sup>b</sup>	8th grade learners	183	3,27	,851	3,00
	8th grade teachers	5	3,00	,707	3,00
Since all languages are built up by rules, it is essential to focus on grammar. (5) <sup>a</sup>	8th grade learners	183	3,90	,899	4,00
	8th grade teachers	5	3,40	,894	4,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

The Mann-Whitney U test results found no statistically significant difference regarding item 1, [ $H(2) = 511.000, p = .642$ ], item 2, [ $H(2) = 301.000, p = .179$ ], item 3, [ $H(2) = 361.000, p = .409$ ], item 4 [ $H(2) = 367.000, p = .420$ ] and item 5 [ $H(2) = 320.500, p = .223$ ]. Table 12 contains the descriptive statistics for items 6-10. Item 6 pertains to the belief that focusing on grammar could have a negative impact on the desire to learn languages. The teachers did not believe grammar had a negative impact on the will to learn languages, as opposed to the learners, who believed it could have some impact. The 8<sup>th</sup> grade teachers were negative to the claim that focusing on grammar will not make learners better at speaking English, while the learners were closer to neutral on this. Most of the learners would have less focus on English grammar if they could decide, while the teachers were content with the focus as is. Both groups believed the rules of the English language were quite important and that participating in grammar lessons would positively affect their English proficiency.

**Table 12****Participant responses for items 6-10**

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
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Focusing on grammar makes people not want to learn languages. (6)	8 <sup>th</sup> grade learners	183	3,21	1,055	3,00
	8 <sup>th</sup> grade teachers	5	2,40	,894	3,00
Focusing on grammar will not make learners better at speaking English. (7)	8 <sup>th</sup> grade learners	183	2,57	1,238	2,00
	8 <sup>th</sup> grade teachers	5	1,80	,447	2,00
If I was an English teacher, I would not focus on English grammar (8)  *If I could decide the contents of the curriculum, the focus would not be on English grammar (8)	8 <sup>th</sup> grade learners	183	2,63	1,255	3,00
	8 <sup>th</sup> grade teachers	5	3,00	1,225	3,00
I want to understand the rules behind English (9)  * I believe it is important to teach my learners the rules behind the English language (9)	8 <sup>th</sup> grade learners	183	3,85	,964	4,00
	8 <sup>th</sup> grade teachers	5	3,80	1,095	4,00
To be able to professionally use English, I have to participate in English grammar lessons. (10)	8 <sup>th</sup> grade learners	183	3,82	1,122	4,00
	8 <sup>th</sup> grade teachers	5	4,00	,707	4,00

Note. 1 = strongly disagree, 5 = strongly agree

The Mann-Whitney U test results showed no statistically significant differences for item6, [ $H(2) = 265.500, p = .094$ ], item 7, [ $H(2) = 297.500, p = .168$ ], item 8, [ $H(2) = 545.000, p = .454$ ], item 9, [ $H(2) = 453.500, p = .972$ ] and item 10, [ $H(2) = 469.500, p = .917$ ]. Table 13 contains the descriptive statistics for items 11 and 12. Item 11 shows that the 8<sup>th</sup> grade learners found it more boring to learn grammar than the teachers found it to teach it. The learners were fairly positive towards using other methods than explicit grammar teaching to teach grammar. The teachers also tried to use other methods than explicit grammar fairly often.

**Table 13**

*Participant responses for items 11-12*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
I think it is boring to learn English grammar. (11)  *I think it is boring spending time teaching English grammar. (11)	8 <sup>th</sup> grade learners	183	3,53	1,004	4,00
	8 <sup>th</sup> grade teachers	5	2,20	1,095	3,00
If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school. (12)	8 <sup>th</sup> grade learners	183	3,55	,970	4,00
	8 <sup>th</sup> grade teachers	5	3,80	,837	4,00

*As a teacher I try to use other methods than explicit grammar teaching to teach English grammar. (12)					
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Note. 1 = strongly disagree, 5 = strongly agree

The Mann-Whitney U test results indicated that item 11 had a statistically significant difference, [ $H(2) = 178.000, p = .015$ ], indicating that the teachers have more fun teaching grammar than the learners have learning it. Item 12 had no statistically significant results [ $H(2) = 513.500, p = .623$ ].

Table 14 contains the descriptive statistics for items 14-18. All items are from a questions matrix which asked the learners how well they liked working with specific methods and the teachers how often they used the different methods, both on scales from 1-5. Translating is the method which the learners enjoyed second most, but the teachers used almost the least. The learners reported to be somewhat negative about filling in the correct verb form as a method for teaching grammar, while the teachers reported using it somewhat regularly. Reading over ones' own and others' texts and correcting them is the most used method by the teachers but almost the least liked by the learners. Using question cards is the learners' favourite method out of those mentioned, but the method which the teachers use the least.

**Table 14**

*Participant responses for items 14-18*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Translate from Norwegian to English or the other way around. (14)	8 <sup>th</sup> grade learners	178	3,41	,972	3,00
	8 <sup>th</sup> grade teachers	5	2,80	,837	3,00
Fill in the correct form of the verb. (15)	8 <sup>th</sup> grade learners	179	2,93	,952	3,00
	8 <sup>th</sup> grade teachers	5	3,00	1,000	3,00
Reading over ones' own or others' texts and correct them. (16)	8 <sup>th</sup> grade learners	177	3,03	1,107	3,00
	8 <sup>th</sup> grade teachers	5	3,60	,894	3,00
Reformulate sentences. (17)	8 <sup>th</sup> grade learners	175	2,97	1,002	3,00
	8 <sup>th</sup> grade teachers	5	3,80	1,304	4,00
Question cards. (18)	8 <sup>th</sup> grade learners	162	3,60	1,048	4,00
	8 <sup>th</sup> grade teachers	3	2,67	1,528	3,00

Note. Learners: 1 = strongly dislike, 5 = enjoy it a lot

Note. Teachers: 1 = never, 5 = very often

Mann-Whitney U test results indicated that there were no statistically significant differences regarding item 14, [ $H(2) = 277.500, p = .122$ ] item 15, [ $H(2) = 464.000, p = .881$ ],

item 16, [ $H(2) = 565.000, p = .273$ ], item 17, [ $H(2) = 603.000, p = .123$ ] and item 18, [ $H(2) = 150.500, p = .239$ ].

#### 4.2.3 10<sup>th</sup> Grade Learners and Teachers

Table 15 contains the descriptive statistics for items 1-5. The first item asked whether the learners and teachers thought that grammar should be learned alone (explicitly). The learners reported to be more positive towards this approach than the teachers. Item 2 asked if the learners felt they lost focus during grammar lessons and if the teachers believed their learners lost focus. The teachers had a feeling that their learners lost more focus than what the learners reported doing. When it comes to item 3, The learners believed it was not as easy to learn English without focusing on grammar compared to their teachers. The two groups scored almost the same on item 4, with the learners reporting that some more time should be spent on grammar than what the teachers believed. Regarding item 5, both groups scored relatively high on the question pertaining to the importance of grammar.

**Table 15**

*Participant responses for items 1-5*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Grammar should be learned alone, with focus on just the grammar. (1) <sup>a</sup>	10 <sup>th</sup> grade learners	116	3,09	1,108	3,00
	10 <sup>th</sup> grade teachers	7	2,29	,951	2,00
*Grammar should be taught alone with the sole focus on grammar. (Explicitly) (1) <sup>a</sup>					
I lose focus during grammar lessons. (2) <sup>a</sup>	10 <sup>th</sup> grade learners	116	3,07	1,221	3,00
	10 <sup>th</sup> grade teachers	7	3,43	,535	3,00
*I believe my learners lose focus during grammar lessons. (2) <sup>a</sup>					
It is just as easy to learn English without focusing on grammar. (3) <sup>a</sup>	10 <sup>th</sup> grade learners	116	2,86	1,278	3,00
	10 <sup>th</sup> grade teachers	7	3,00	,577	3,00
On a scale from 1-5, how much time should be spent on grammar? (4) <sup>b</sup>	10 <sup>th</sup> grade learners	116	3,03	,807	3,00
	10 <sup>th</sup> grade teachers	7	3,00	,577	3,00
Since all languages are built up by rules, it is essential to focus on grammar. (5) <sup>a</sup>	10 <sup>th</sup> grade learners	116	3,72	,929	4,00
	10 <sup>th</sup> grade teachers	7	4,00	,577	4,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

Mann-Whitney U test results indicated that none of the items showed any statistically significant differences. Item 1, [ $H(2) = 236.500, p = .055$ ], Item 2, [ $H(2) = 473.500, p = .447$ ], item 3, [ $H(2) = 426.500, p = .818$ ], item 4 [ $H(2) = 397.000, p = .916$ ], and item 5, [ $H(2) = 468.000, p = .468$ ].

Table 16 contains the descriptive statistics for items 6-10. Item 6 pertains to if focusing on grammar is going to lessen people's want to learn new languages, and the learners believed so more strongly than the teachers. Item 7 asks if focusing on grammar will not make learners better at oral English and the learners answered that they slightly disagree with that statement. Both groups would focus less on English grammar if they could decide, but the learners would have less focus on it than the teachers. Both the learner and teacher group scored fairly high on the statement about wanting to understand the rules behind English and the importance of teaching the learners the rules of English. Teachers believed that participating in English grammar lessons was more beneficial than what the learners believed, although they also saw the importance of participation.

**Table 16**

*Participant responses for items 6-10*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Focusing on grammar makes people not want to learn languages. (6)	10 <sup>th</sup> grade learners	116	3,21	1,161	3,00
	10 <sup>th</sup> grade teachers	7	2,86	1,069	3,00
Focusing on grammar will not make learners better at speaking English. (7)	10 <sup>th</sup> grade learners	116	2,56	1,287	2,00
	10 <sup>th</sup> grade teachers	7	3,00	,816	3,00
If I was an English teacher, I would not focus on English grammar (8)  *If I could decide the contents of the curriculum, the focus would not be on English grammar (8)	10 <sup>th</sup> grade learners	116	2,65	1,210	2,00
	10 <sup>th</sup> grade teachers	7	2,86	,690	3,00
I want to understand the rules behind English (9)  * I believe it is important to teach my learners the rules behind the English language (9)	10 <sup>th</sup> grade learners	116	3,65	1,121	4,00
	10 <sup>th</sup> grade teachers	7	3,71	,488	4,00
To be able to professionally use English, I have to participate in English grammar lessons. (10)	10 <sup>th</sup> grade learners	116	3,76	1,124	4,00
	10 <sup>th</sup> grade teachers	7	4,14	,690	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The Mann-Whitney U test results indicated that there were no statistically significant differences for any of the above items. Item 6, [ $H(2) = 340.000, p = .457$ ], item 7, [ $H(2) = 508.000, p = .252$ ], item 8, [ $H(2) = 458.000, p = .558$ ], item 9, [ $H(2) = 402.000, p = .964$ ] and item 10, [ $H(2) = 471.500, p = .454$ ].

Table 17 contains the descriptive statistics of items 11 and 12. Item 11 asked if the learners thought it was boring learning English grammar, and if the teachers thought it was boring to teach it. Learners found it more boring than their teachers. Regarding item 12, the teachers reported trying to use other methods fairly often, and most of the learners would also use other methods than explicit grammar teaching to teach English grammar.

**Table 17**

*Participant responses for items 11-12*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
I think it is boring to learn English grammar. (11)	10 <sup>th</sup> grade learners	116	3,51	1,168	3,00
*I think it is boring spending time teaching English grammar. (11)	10 <sup>th</sup> grade teachers	7	2,57	,976	3,00
If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school. (12)	10 <sup>th</sup> grade learners	116	3,69	,946	4,00
*As a teacher I try to use other methods than explicit grammar teaching to teach English grammar. (12)	10 <sup>th</sup> grade teachers	7	4,29	,756	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

Through the use of a Mann-Whitney U test, statistically significant results were found for item 11, [ $H(2) = 225.000, p = .041$ ], showing that the learners found learning grammar significantly more boring than their teachers found it to teach grammar. While no statistically significant difference was found for item 12, [ $H(2) = 550.500, p = .097$ ].

Table 18 contains the descriptive statistics for items 14-18. All items are from a questions matrix which asked the learners and the teacher how often they used said method. The learners were positive towards translating as a method. The teachers, on the other hand, reported using the method less than the learners wanted to. The teachers were lukewarm when it came to filling in correct verb forms, and the learners reported enjoying this method less than the teachers used it. Reading over ones' own and other's texts and correcting them is the least liked method for the learners but the most used one by the teachers. When it comes to

reformulating sentences, learners like it a bit more than the teachers tend to use it. Question cards are the most liked method of the learners but used a decent amount by the teachers.

**Table 18**

*Participant responses for items 14-18*

Item	Participants	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Translate from Norwegian to English or the other way around. (14)	10th grade learners	115	3,56	,984	3,00
	10th grade teachers	7	2,71	1,113	3,00
Fill in the correct form of the verb. (15)	10th grade learners	115	2,80	,984	3,00
	10th grade teachers	7	3,29	,756	3,00
Reading over ones' own or others' texts and correct them. (16)	10th grade learners	114	2,78	1,095	3,00
	10th grade teachers	7	3,71	1,113	4,00
Reformulate sentences. (17)	10th grade learners	113	2,91	,950	3,00
	10th grade teachers	7	2,86	1,069	3,00
Question cards. (18)	10th grade learners	106	3,61	1,109	4,00
	10th grade teachers	6	3,00	,894	3,00

*Note. Learners:* 1 = strongly dislike, 5 = enjoy it a lot

*Note. Teachers:* 1 = never, 5 = very often

We conducted a Mann-Whitney U Test to see if there were any statistically significant differences between the answers given by the two groups regarding the items 14-18. Statistically significant differences were found for item 16, [ $H(2) = 576.000, p = .042$ ], and not for any of the other items. Item 14, [ $H(2) = 239.000, p = .056$ ], item 15, [ $H(2) = 527.000, p = .147$ ], item 17, [ $H(2) = 351.000, p = .589$ ] and item 18, [ $H(2) = 211.000, p = .151$ ].

### 4.3 Gender Differences

This section will compare the answers of the learners between genders. The teachers will not be included because all the teachers who responded to our questionnaire were females. It would be interesting to look at the differences between the genders in each grade separately, but for the purpose of this research, it will be done across all grades. The results will be presented with three items in each table, with the exception of *Table 22* and *Table 23*, which will have 4 and 5 items respectively.

Table 19 contains the descriptive statistics for items 1-3. The response to the first item implied that females were generally more positive to explicit grammar teaching than both the males and the respondents who identified themselves as "other". For item two, females answered that they lost the most focus during grammar lessons, with "others" losing the least focus. All three gender groups responded fairly low on the question indicating that neither of the groups lost much focus. Regarding item 3, males disagreed the most with the statement that



indicates that grammar is not needed to learn English more easily, with the “other” group almost in complete agreement with the statement.

**Table 19**

*Participant responses for items 1-3*

Item	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Grammar should be learned alone, with focus on just the grammar. (1)	Other	3	2,00	1,000	2,00
	Male	203	2,96	1,078	3,00
	Female	199	3,23	1,012	3,00
I lose focus during grammar lessons. (2)	Other	3	2,67	1,155	2,00
	Male	203	2,79	1,194	3,00
	Female	199	2,98	1,210	3,00
It is just as easy to learn English without focusing on grammar. (3)	Other	3	4,33	,577	4,00
	Male	203	2,81	1,262	3,00
	Female	199	3,01	1,202	3,00

*Note.* 1 = strongly disagree, 5 = strongly agree

We conducted a Kruskal-Wallis test to ascertain whether there were statistically significant differences between the genders for the above items. The results indicated that there were statistically significant differences between the genders regarding items 1 [ $H(2) = 10.833$ ,  $p = .004$ ] and 3 [ $H(2) = 6.741$ ,  $p = .034$ ], whereas no statistically significant differences were found regarding item 2 [ $H(2) = 2.381$ ,  $p = .304$ ]. Post-hoc test results for item 1 indicated that females believed more strongly than males ( $p = .015$ ) that grammar should be taught explicitly. The post hoc test results for item 3 showed that the initial statistically significant difference between males and "other" ( $p = .091$ ) no longer is significant.

Table 20 contains the descriptive statistics for items 4-6. The response to item 4 indicates that males and females were in close agreement on how much time should be spent on grammar, with both groups answering fairly positively. The “other” group averages a lower score. In regard to item 5, all groups agreed to some degree that it is essential to focus on grammar, with females scoring the highest and males the lowest. When it came to item 6, and how focusing on grammar makes people not want to learn languages, the "other" group are the ones that agreed the most, with males agreeing the least.

**Table 20**

*Participant responses for items 4-6*

Item	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
On a scale from 1-5, how much time should be spent on grammar? (4) <sup>b</sup>	Other	3	2,33	,577	2,00
	Male	203	3,19	,831	3,00
	Female	199	3,24	,818	3,00
	Other	3	3,67	,577	4,00
	Male	203	3,64	,903	4,00

Since all languages are built up by rules, it is essential to focus on grammar. (5) <sup>a</sup>	Female	199	3,86	,905	4,00
Focusing on grammar makes people not want to learn languages. (6) <sup>a</sup>	Other	3	3,67	1,528	4,00
	Male	203	2,92	1,168	3,00
	Female	199	3,08	1,147	3,00

<sup>a</sup>Note. 1 = strongly disagree, 5 = strongly agree

<sup>b</sup>Note. 1 = nothing, 5 = a lot of time

The Kruskal-Wallis test results indicated that there were statistically significant differences between genders on item 5 [ $H(2) = 6.709, p = .035$ ]. No statistically significant differences were found for items 4 [ $H(2) = 3.695, p = .158$ ], and 6 [ $H(2) = 2.718, p = .257$ ]. The post-hoc test results for item 5 indicated that females believed more strongly than males ( $p = .030$ ) that focusing on grammar is essential as all languages are built up by rules.

Table 21 contains the descriptive statistics for items 7-9. The response to item 7 implies that all the groups believed that focusing on grammar would improve oral proficiency, with females believing it the least and the "others" believing it the most. The results of item 8 indicate that the "other" group would not focus on English grammar as much if they were the teachers, with both males and females averaging a lower mean score to that statement. In regard to item 9, all genders agreed that they want to understand the rules behind English, with the "other" group agreeing slightly more than the other two.

**Table 21**

*Participant responses for items 7-9*

Item	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Focusing on grammar will not make learners better at speaking English. (7)	Other	3	2,33	1,155	3,00
	Male	203	2,44	1,282	2,00
	Female	199	2,59	1,244	2,00
If I was an English teacher, I would not focus on English grammar. (8)	Other	3	3,67	1,528	4,00
	Male	203	2,67	1,233	2,00
	Female	199	2,52	1,189	2,00
I want to understand the rules behind English. (9)	Other	3	4,00	1,000	4,00
	Male	203	3,86	1,012	4,00
	Female	199	3,85	,997	4,00

Note. 1 = strongly disagree, 5 = strongly agree

The Kruskal-Wallis test results indicated there were no statistically significant differences between the genders in any of the items in *Table 21*. Item 7 [ $H(2) = 1.828, p = .401$ ], item 8 [ $H(2) = 3.367, p = .186$ ], and item 9 [ $H(2) = .029, p = .098$ ].

Table 22 contains the descriptive statistics for items 10-13. The results from the questionnaire for item 1 indicated that females believed the strongest that participating in English grammar lessons was essential to be able to use English professionally, with the "other"

group agreeing the least of the three. The answers for item 11 indicated that all groups found it, to some degree, boring learning grammar. Males and females agree on how boring it is, and the "other" group finds it the most boring out of the three. All three groups did to some degree agree on item 12, with all of them answering fairly high on whether they would use other methods than explicit grammar lessons to teach grammar, with the "other" group being the most positive towards other methods.

**Table 22**

*Participant responses for items 10-13*

Item	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
To be able to professionally use English, I have to participate in English Grammar lessons. (10)	Other	3	3,33	1,528	3,00
	Male	203	3,64	1,167	4,00
	Female	199	3,94	1,021	4,00
I think it is boring to learn English grammar. (11)	Other	3	3,67	,577	4,00
	Male	203	3,28	1,240	3,00
	Female	199	3,26	1,111	3,00
If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school. (12)	Other	3	3,67	1,528	4,00
	Male	203	3,34	1,107	3,00
	Female	199	3,53	,958	3,00
When I learn new in English, I feel like I am closer to knowing the language. (13)	Other	3	3,00	,000	3,00
	Male	203	3,72	1,001	4,00
	Female	199	3,72	1,006	4,00

*Note.* 1 = strongly disagree, 5 = strongly agree

The Kruskal-Wallis test results concluded that statistically significant differences was found for item 10 [ $H(2) = 7.241, p = .027$ ], whereas no statistically significant differences were found regarding items 11 [ $H(2) = .507, p = .776$ ], 12 [ $H(2) = 2.644, p = .267$ ], and 13 [ $H(2) = 2.724, p = .256$ ]. A post-hoc test was performed on item 10, indicating that females believed more strongly that participation in English grammar lessons was crucial to be able to use English professionally than the males ( $p = .028$ ).

Table 23 contains the descriptive statistics for items 14-18. Item 14 tells us that the "other" group was most in favour of using translation as a method for learning grammar, with them responding that they fairly enjoyed it. The male group were the most negative towards the method, with the females scoring in the middle. On item 15, the "other" group scored the highest in relation to how much they like filling in the correct form of a verb, while the male group scored a bit lower together with the female group. Regarding item 16, females tended to be more positive toward reading over ones' own or others' texts and correcting them. The results for item 17 showed that males were the most positive towards reformulating sentences, with the "other" group being the most negative towards it. The final item, item 18, indicated that

both males and females enjoyed using question cards as a method for learning grammar. The "other" group, on the other hand, were fairly negative towards it.

**Table 23**

*Participant responses for items 14-18*

Item	Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Translate from Norwegian to English or the other way around. (14)	Other	2	4,00	1,414	4,00
	Male	197	3,38	,975	3,00
	Female	198	3,55	,979	3,00
Fill in the correct form of the verb. (15)	Other	2	3,50	,707	3,50
	Male	198	2,93	,953	3,00
	Female	195	2,94	,988	3,00
Reading over ones' own or others' texts and correct them. (16)	Other	2	2,50	,707	2,50
	Male	193	2,84	1,095	3,00
	Female	187	3,17	1,126	3,00
Reformulate sentences. (17)	Other	2	2,50	,707	2,50
	Male	189	3,02	,978	3,00
	Female	186	2,95	,966	3,00
Question cards. (18)	Other	2	2,00	1,414	2,00
	Male	168	3,67	1,098	4,00
	Female	167	3,57	1,021	4,00

*Note.* 1 = strongly dislike, 5 = enjoy it a lot

The Kruskal-Wallis test-results indicated that there were statistically significant differences between genders in item 16 [ $H(2) = 9.978$ ,  $p = .019$ ]. No statistically significant differences were found for items 14 [ $H(2) = 3.913$ ,  $p = .141$ ], 15 [ $H(2) = .980$ ,  $p = .613$ ], 17 [ $H(2) = 1.447$ ,  $p = .485$ ], and 18 [ $H(2) = 4.306$ ,  $p = .116$ ]. The post-hoc test was performed for item 16; the results indicated that females are more positive towards the use of correcting their owns' or other's texts to learn grammar than the males ( $p = .019$ ).

## 5. Discussion

The discussion will focus on answering the thesis statement before a conclusion in chapter 6:

- *What are learners' beliefs regarding English grammar in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade, and how does this change through the grades.*

- *Does it coincide with their teachers' beliefs?*

And our hypotheses:

- *We believe that the teachers believe grammar is perceived as more boring than the learners think it is.*

- *We believe that the learners believe that grammar is more important than the teachers think.*

- *We believe that the results will show that the learners' positivity towards English grammar will be at its highest in 5<sup>th</sup> grade with a decreasing trend through to 10<sup>th</sup> grade.*

To answer these questions and hypotheses, we chose to use a quantitative method to gather data. The data we received was then analysed using SPSS 28.0 and relevant tests, such as Kruskal-Wallis and Man Whitney U which have been described in chapter 3. Only the ones we see as interesting and relevant will be discussed and analysed in relation to relevant theory presented in chapter 2.

To get an overview of the beliefs regarding grammar, in the different grades, we gave them a rank from 1 – 3. In this ordinal ranking system, 3 is the most positive and 1 is the least positive. To get ranked as most positive regarding one question, the grade had to have the most positive score, based out of the Likert scale score. The ranking system did not take into account if all grades were relatively positive, it just ranks based on most or least. If the score is .01 or less, the grades have received the same rank. The numbers below the ranks in the tables below represent item numbers. These can be seen in the tables in chapter 4. When 5<sup>th</sup> grade learners have item 1 in their Rank 3-column, it means that they were the most positive towards item 1.

### 5.1 Grades

In this chapter we will present an overview of the answers from items 1-18 in chapter 4.1. Firstly, then we will analyse the learners' answers, grade for grade before comparing and

connecting it to relevant theories later in subchapter 5.1.1. Secondly, we will do the same with the teachers' answers.

### 5.1.1 Overview and Discussion: Learners

We saw that 5<sup>th</sup> grade was the most positive when it came to grammar, both with the different methods and without. They ranked most positive on all but 3 items (5, 10, 14). In all three of the questions where they did not score the highest, they still scored fairly high (see *Tables 2, 4* and *6*). Where the 5<sup>th</sup> graders scored, the lowest were questions regarding how well they liked using question cards and reformulating sentences for grammar learning. Regarding all items asking about their beliefs, motivation, and enjoyment of English grammar, they scored the most positive. In addition to the 5<sup>th</sup> grade overview, there are three findings from the results part we would like to focus more on. One of the findings was that 5<sup>th</sup> grade lost statistically significant less focus than both 8<sup>th</sup> and 10<sup>th</sup> grade (see *Table 1*). The second is that 5<sup>th</sup> graders think it is less boring to learn English grammar than the two other grades (see *Table 4*). The first two could be seen in correlation with the third, which is that 5<sup>th</sup> graders feel the most mastery out of all the grades.

**Table 24**

*Ordinal ranking system for 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade learners*

5th Grade Learners			8th Grade Learners			10th Grade Learners		
Rank 3	Rank 2	Rank 1	Rank 3	Rank 2	Rank 1	Rank 3	Rank 2	Rank 1
1					1		1	
2				2				2
3				3				3
4				4				4
		5	5				5	
6					6			6
7				7				7
8				8				8
9				9				9
		10	10				10	
11					11		11	
12				12				12
13				13				13

	14				14	14		
15				15				15
16				16				16
17				17				17
18			18			18		

The 8<sup>th</sup> grade learners received a rank 2 11 out of the 18 questions. They thought that it was important to focus on grammar and to participate in English grammar lessons. Even though they believed it was important to participate and focus on English grammar, they were the grade that reported the lowest score when it came to enjoyment and use of explicit grammar teaching. Even though 5<sup>th</sup> graders showed to be generally more positive towards grammar than 8<sup>th</sup> graders, the 8<sup>th</sup> grade learners showed to believe it was statistically significantly more essential to focus on English grammar than 5<sup>th</sup> graders (see *Table 2*). This shows that even though 5<sup>th</sup> graders enjoyed English grammar lessons more, 8<sup>th</sup> graders understood the importance of grammar more so than 5<sup>th</sup> graders despite their negativity towards the subject.

10<sup>th</sup> grade learners were the most negative. They reported being the most negative on 12 out of 18 questions. They were the grade that reported liking translation and question cards most of the groups (see *Table 6*). They also reported losing the most focus during grammar lessons and meant that English is just as easily learned without focusing on grammar (see *Table 1*). In addition to reporting the most loss of focus, they thought there should be used a statistically significant less amount of time on English grammar in lessons than 5<sup>th</sup> grade, and 8<sup>th</sup> grade (see *Table 2*). Regarding their “love” for grammar, 10<sup>th</sup> grade is the grade, contrary to 5<sup>th</sup> grade, which experiences the least amount of mastery during their English grammar lessons (see *Table 5*). Making it plausible that there is a direct correlation between the feeling of mastery and enjoyment of grammar.

There are several reasons why the findings from these three grades might be interesting, which will be further explained and elaborated upon in the following paragraphs. The overview indicated that positivity towards English grammar learning decreases as age increases and the learners progress through the grades. This could be explained by the fact that younger learners seem to have a higher aptitude for learning an L2 than older language learners (Li, 2014, p. 20). Li's (2014) meta-analytic review on language aptitude and second language acquisition found, as previously stated, a connection between aptitude and L2 grammar learning. The result

indicated that aptitude correlated the most with explicit grammar teaching and younger learners, which correlates with the findings of Hawkey (2006), who found that learners viewed explicit teaching as the most valuable. Interestingly this is somewhat in disagreement with Daloglu (2020), who found that younger learners were more in favour of implicit grammar teaching than the older, even though all learners preferred the explicit approach. The higher aptitude of younger learners could be one of the reasons that 5<sup>th</sup> graders reported retaining more focus and experiencing higher levels of mastery compared to the 8<sup>th</sup> and 10<sup>th</sup> graders (see *Table 5*).

Huang (2013) found, similar to Li (2014), that Language aptitude played a role in language acquisition and could be used to predict the grammatical and oral ability of L2 learners. Huang's (2013) study aimed to be able to see which variables had more specifically the most impact on L2 learners. In addition to language aptitude, the study found that the AoA of the learners had a significant impact on their oral and grammatical ability of the learners.

Dekeyser (2013) found that there were several factors that could explain the age effects of L2 learners. He concluded that there should be a breaking point between three of the main theories: AoA, UA and the CPH (Dekeyser 2013, p. 53). Dekeyser (2013) argued that the breaking point is where the theories lose their effect, and if that breaking point is somewhere around puberty, it could explain why younger learners could experience fewer problems learning an L2. This was adapted from what Lenneberg (1976) said about the Critical Period Hypothesis, where puberty makes language acquisition more challenging. He meant that the language acquisition part of our left hemisphere changed after we completed puberty. We see it as likely that this is not a process that happens abruptly but could start at the beginning of puberty and gradually finish towards the end of puberty. This fits well with Li's (2014) theory on younger learners having a higher L2 learning aptitude. Dekeyser (2013, p. 53) continues asking that if there is such a break in the AoA-UA function, what implications does it have for maturational phenomenon and individual variables such as motivation, attitude, and identity? And could it also have implications for quantity and quality of input? If this is the case, and so many theories argue that age is relevant for learning languages, what implications might that have for the Norwegian English curriculum? The overview and results found in the present study show, as previously stated, evidence of a decrease in motivation and enjoyment of English grammar lessons as the learners' age and progress through the grades. This can be argued to be a direct effect of the learners progressing through puberty.



### 5.1.2 Overview and Discussion: Teachers

The overview of the teachers is quite different from the ones for the learners, with the 5<sup>th</sup> grade teachers scoring rarest of the 3 groups as the most positive. 5<sup>th</sup> grade teachers scored the most positive on 6 of the items, one of which all teachers scored the same, and shared two other of the most positive scores with 8<sup>th</sup> grade teachers. Meaning they had a total of 4 most positive scores alone. However, the 5<sup>th</sup> grade teachers had the least number of answers and were the most negative, with only 4 out of the 19 questions. 8<sup>th</sup> grade teachers were the least positive on 5 questions and 10<sup>th</sup> grade teachers were the least positive on 7. Both 8<sup>th</sup> and 10<sup>th</sup> grade answered to be the most positive on 9 times, having a shared first place on item 19. Overall, 8th grade teachers seemed to be the most positive towards grammar, with 10<sup>th</sup> grade teachers being the most negative. When comparing these results with the results of the learners, it is difficult to see a clear pattern between the two. However, if you remove questions regarding how often they use specific methods and only focus on items regarding grammar in general, a clear pattern can be seen. The average mean score for 5<sup>th</sup> grade teachers will then be the highest, 8th grade teachers will become second most positive, while 10<sup>th</sup> grade teachers will remain the least positive. It is noteworthy that similar scores can be seen with the learners. When removing the question regarding specific methods, the 5<sup>th</sup> grade learners become even more positive. This could be explained by the simple fact that the questionnaire did not include enough methods to represent the vast number of different methods teachers can use. Making it plausible that 5<sup>th</sup> grade teachers and learners have only answered questions about the specific methods they use the least or that are the least favoured.

**Table 25**

*Ordinal ranking system for 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade teachers*

5th Grade Teachers			8th Grade Teachers			10th Grade Teachers		
Rank 3	Rank 2	Rank 1	Rank 3	Rank 2	Rank 1	Rank 3	Rank 2	Rank 1
	1		1					1
2			2					2
	3				3	3		
4			4			4		
	5				5	5		
	6		6					6
7				7				7
8					8		8	

9			9					9
	10			10		10		
11				11				11
	12				12	12		
	13		13					13
		14	14				14	
	15				15	15		
		16		16		16		
		17	17				17	
		18		18		18		
		19	19			19		

There were two statistically significant results between the teachers. Teachers in 10<sup>th</sup> grade believed that their learners lost statistically significantly more focus during English grammar lessons than the other two teacher groups (see *Table 1*). This also correlated with what the learners answered about their loss of focus and the general overview of both 10<sup>th</sup> grade learners and teachers (see *Tables 1* and *24*). 5<sup>th</sup> grade teachers also believed that focusing on grammar has a more positive effect on oral capabilities than that of their 10<sup>th</sup> grade colleagues (see *Table 3*). A potential reason for this might be because the 5<sup>th</sup> grade teachers have the chance to see more of an increase in learners' English levels as they have the chance to follow them from the beginning of their L2 journey and see the progress through a maximum of seven years of school. Contrary to lower secondary school teachers who only have the chance to follow their learners for a maximum of three years at a higher L2 stage.

Looking at the competency aims and assessment after year 4 in the Norwegian English curriculum (Utdanningsdirektoratet, 2020a, p. 6), we can see signs of how the learners in 5<sup>th</sup> grade have had their English lessons this past year after it was implemented. The difficulty level is, as expected, lower than in the later grades, and there are also more signs of implicit teaching as words such as "discover" and "play" are used. In addition to this, they are to follow simple rules of spelling and syntax, meaning there are some linguistic abilities included as well. After the aims of 7<sup>th</sup> grade, the learners are expected to be able to "explore" more, and there is a larger focus on grammar with words such as "conjugation" and "declension" being used. A larger focus on grammar could impact how the teachers plan their teaching, possibly making it more explicit. After 10<sup>th</sup> grade, the learners are expected to know how to "write formal and informal

texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation” (Utdanningsdirektoratet, 2020a, p. 9). To be able to do so, one has to be fairly well equipped with the linguistic knowledge of how to do it, including the grammar required. The differences in what the learners are expected to know after the different steps in the English curriculum might be a contributing factor to why both 10<sup>th</sup> grade teachers and learners view English grammar as more boring than the other groups present in this study (see *Table 4*). The increased focus on grammar might pressure teachers to focus more on explicit grammar teaching to make sure they touch upon the different bullet points in the curriculum. Having to adapt to more explicit teaching as the focus on results and testing becomes more and more apparent. This can, in turn, have a negative impact on the autonomy the teacher experiences when planning their lesson. This can again negatively impact their ability to explore different approaches to making the lessons fun and enjoyable for both parties.

## 5.2 Comparing the Learners and Teachers

When we compared the learners with the teachers, there were some questions that were deemed irrelevant for the purpose of ranking the groups between Rank 3 and Rank 1. This has been done to avoid comparing questions that are too different to deliver valid and meaningful comparisons or that have been analysed from different viewpoints (item 12). The questions that have been deemed to be different and therefore irrelevant for the ranking are items 12 and 13 (see *Table 5*). Item 19 (see *Table 6*) has also been excluded, as this question was just a part of the teachers’ questionnaire, making a comparison impossible.

### 5.2.1 5<sup>th</sup> Grade Learners to 5<sup>th</sup> Grade Teachers: Overview

The comparison between the learners and teachers in 5<sup>th</sup> grade, as can be seen in the table above, has shown that the learners are generally more positive than their teachers. This is in agreement with Muncie (2002). The learners were deemed the most positive on 10 out of the 16 questions between the two groups. This is also visible when looking at the results in section 4.2.1.

**Table 26**

*Ordinal ranking system comparing 5<sup>th</sup> grade learners to 5<sup>th</sup> grade teachers*

5th Grade Learners		5th Grade Teachers	
Rank 2	Rank 1	Rank 2	Rank 1
1			1

	2	2	
3			3
4			4
	5	5	
6			6
	7	7	
8			8
9			9
	10	10	
	11	11	
14			14
	15	15	
16			16
17			17
18			18

However, when excluding the questions regarding enjoyment and frequent use of specific methods (items 14-18), the impact on the ranking indicates that the learners and teachers are more equal in their positivity towards grammar. After the removal of these items, the learners remain the most positive, but only with a difference of 1 item. These results indicate that both learners and teachers are generally positive about focusing on grammar. Being to some degree coherent in their beliefs and understanding can give them an advantage in working on the subject. According to Jean & Simmard (2011), it is beneficial if the learners and teachers understand each other.

### 5.2.2 5<sup>th</sup> Grade Learners to 5<sup>th</sup> Grade Teachers: Specific Items

As can be seen beneath *Table 9* of the result section, item number 12 was deemed statistically significant between the 5<sup>th</sup> grade learners and teachers. It is important to note that the questions the groups were asked were somewhat different. The learners were asked if they would use other methods for learning grammar than explicit teaching if they could decide, the teachers were asked if they tried to do it in the present. This specific question was also viewed in a different light by us, the researchers. After careful consideration, it was decided that when learners had a lower mean score, they were more positive towards grammar as is, and they were therefore ranked accordingly. While the opposite was decided for the teachers, we deemed it

positive to try using different methods and exploring possibilities. As we reevaluated the questions and their likeness, the Mann-Whitney U test became less relevant, especially as there we no longer use the same value as positive/negative.

The result, on the other hand, can be seen as interesting. The 5th grade learners indicated that they were satisfied with using "explicit grammar lessons" as the teacher's method to teach grammar. This can also be seen in Muncie (2002) and Daloglu (2020). The teachers revealed that they tried to use different implicit methods for teaching grammar. This could suggest that the methods used by the 5<sup>th</sup> grade teachers were well balanced and fulfilling for the learners and could explain why the learners were not very interested in using different methods. It could also suggest that the 5<sup>th</sup> grade learners did not fully understand the question and thought it meant "are you happy with the methods your teacher is using now?" as the question could be seen as a little vague. Especially in the lower age groups. It also showed a discrepancy between the learners and the teachers (see *Table 9*). It might be that the learners are expected to be taught grammar explicitly, and the teachers are expected to find other ways of including grammar because of its historically difficult role presented in Fenner and Skulstad (2018, pp. 17-37).

The difference between the teachers and learners in 5th grade (see *Table 10*), asking the learners how much they enjoy using different methods and the teachers how often they used the same methods gave noteworthy results. The test results showed that the learners were statistically significantly more positive towards translating between Norwegian and English and vice versa and reformulating sentences than the teachers reported using said methods. The learners reported being more positive than the teachers about all methods except filling in the correct form of a verb (see *Table 10*). Out of all the methods, filling in the correct verb form was the method the teachers reported using the most and were one of the least favoured methods by the learners. This could be because learners become more tired of the methods that are used the most. This discrepancy might negatively impact the learners' motivation and make them show resistance to participating in language learning activities, as presented by Gabillon (2014, p. 6). It is also possible that prolonged use of methods, when the learners have shown resistance towards it, might damage their relationship with the teacher. This is supported by the findings of Hawkey (2006) and Nunan (1995). It is also possible that it might damage the learners' relationship with the subject.

### 5.2.3 8<sup>th</sup> Grade Learners to 8<sup>th</sup> Grade Teachers: Overview

The development from 5th grade is quite significant when comparing the 8th grade learners and teachers. Where the learners in 5th grade had the most positive answers on 10 out

of the 16 items (see Table 26), the opposite happens in 8th grade (see Table 27). The result of the comparison concludes that it was the teachers who were the most positive, ranking the highest on 9 out of the 16 questions. The fact that the 8th grade teachers were more positive than their learners is supported by the results in section 4.2.2.

**Table 27**

*Ordinal ranking system comparing 8<sup>th</sup> grade learners to 8<sup>th</sup> grade teachers*

8th Grade Learners		8th Grade Teachers	
Rank 2	Rank 1	Rank 2	Rank 1
	1	1	
	2	2	
3			3
4			4
5			5
	6	6	
	7	7	
8			8
9			9
	10	10	
	11	11	
14			14
	15	15	
	16	16	
	17	17	
18			18

The results showing teachers being more in favour and positive towards grammar is in disagreement with Muncie's (2002) findings, which suggested the opposite. The change regarding having the most positive answers between the teachers' and learners' group in 8<sup>th</sup> grade changed similar to 5<sup>th</sup> grade after removing questions regarding specific methods. With the teachers going from 9 most positive items to 6, and the learners going from 7 to 5.

#### 5.2.4 8<sup>th</sup> Grade Learners to 8th Grade Teachers: Specific Items

How boring the participants found it to learn/teach English grammar was deemed statistically significantly different between the 8th grade teachers and learners (see *Table 13*). The teachers report finding it less boring than the learners. The fact that the learners believed it was boring might also explain why the learners lost focus (see *Table 11*). The learners reported losing more focus than the teachers thought they did. The discrepancy in experienced boredom might also explain why the teachers do not recognise the learners' loss of focus as they themselves do not experience the boredom of grammar lessons (see *Table 11*). To make this discrepancy smaller, the teacher could adapt or change their teaching to the learners' preferred methods, such as can be seen in Nunan (1995), and Schultz (1996). This could also increase the learners' autonomy which Deci and Ryan (2000) say could increase their intrinsic motivation. However, this is in disagreement with Truscott (1996), who believed that the teacher should tailor the lesson to the best of their knowledge regardless of the learners' beliefs.

Jean and Simmard (2011) wrote about the teacher-learner relationship and how a common understanding of each other's beliefs would benefit the learning environment. Tailoring the lesson to the learners' preferences could be difficult if they do not have such a strong teacher-learner relationship. The possible lack of understanding could be because this is their first year together. Creating a better relationship and drawing in the learners' attention could be done by changing the methods used by the teacher. The 8<sup>th</sup> grade learners reported liking “reformulating sentences” the least, but this is the method the teachers reported using the most (see *Table 14*). Two of the methods the learners liked the most were “Translating” and “Question cards”. The teachers reported using “Translating” and “Question cards” the least. This discrepancy is in coherence with what is presented in the literature of Dongho (2017) and Schultz (1996) about discrepancies between teacher and learner beliefs being unfavourable. These results indicate that a change of methods could be useful to better the learner-teacher relationship and the learning environment.

Despite how the learners reported being bored, they still saw the importance of grammar. This is in line with Jean & Simmard (2011), who reported that learners see it as boring but necessary. They reported a higher score than the teachers on item 5 (see *Table 11*), pertaining to how essential it is to focus on grammar. Even though they reported in item 6 (see *Table 12*) that a strong focus on grammar makes people not want to learn languages, the results from items 5 and 6 indicated that the learners understood the importance but did not like working on it (Jean & Simmard, 2011). By adding the fact that the learners thought a relatively

high amount of time should be spent on grammar (see *Table 11*), this could insinuate that they wanted to work with it, but only if their criteria were met. This can be seen in Gabillon (2014) and Graham and Reese (1995) when they write about learners wanting to work with methods they find enjoyable and interesting. To understand these criteria, close cooperation between the teacher and the learners might be needed to make this work, especially at the start when the teacher-learner relationship is not well established.

### 5.2.5 10<sup>th</sup> Grade Learners to 10<sup>th</sup> Grade Teachers: Overview

Looking at 10th grade, the learners have 7 items where they answered most positive, and the teachers have 9. This shows that in similarity with 8th grade, the teachers reported being the most positive regarding most of the items.

**Table 28**

*Ordinal ranking system comparing 10<sup>th</sup> grade learners to 10<sup>th</sup> grade teachers*

10th Grade Learners		10th Grade Teachers	
Rank 2	Rank 1	Rank 2	Rank 1
1			1
2			2
	3	3	
4			4
	5	5	
	6	6	
	7	7	
8			8
	9	9	
	10	10	
	11	11	
14			14
	15	15	
	16	16	
17			17
18			18



Removing items 14-18 (see *Table 18*) will increase the difference between teachers and learners regarding the number of items they scored the most positive on. Teachers then have 7, and learners have 4. The 10<sup>th</sup> grade was the only grade where the discrepancy between the teachers and learners became greater when removing items 14-18.

#### 5.2.6 10<sup>th</sup> Grade Learners to 10<sup>th</sup> Grade Teachers: Specific Items

In similarity to 8<sup>th</sup> grade, 10<sup>th</sup> grade learners and teachers had a statistically significant difference between them regarding how boring they found learning/teaching grammar (see *Table 17*). The learners reported to experience more boredom when learning grammar than the teachers. This could be seen in correlation with item 1 (see *Table 15*), where the learners reported believing that grammar should be taught more explicitly than the teachers believed. Even though the results on item 1 were not deemed statistically significantly different by the Mann-Whitney U test, there is a difference between the learners and the teachers. These results suggest that there is a difference between the expectations and beliefs of the learners compared to the teachers. According to Gabillon (2014) and Nunan (1995), learners expect more explicit grammar teaching the older they become, making the amount of explicit grammar the teachers include in their lessons crash with the learners' beliefs. This could also be explained by the teachers having a stronger belief in implicit grammar teaching or CLT, which case would be supported by Truscott (1996).

The difference in expectations and beliefs could also be seen in the results (see *Table 18*), which showed statistically significant results between the learners and the teachers in 10<sup>th</sup> grade. The results indicated that the learners were far less positive towards reading over one's own and others' texts than the teacher. This coincides with the findings from Nunan's (1995) study, presented in the literature review, where the learners expected more error correction from the teachers and did not expect to do so themselves.

The 10<sup>th</sup> grade learners also reported being content with the amount of grammar teaching which was included in their teachers' plan. Looking at *Tables 15* and *16*, you can see that the amount of time the teachers believe they should spend on grammar is close to the amount the learners think is appropriate. However, they do score above intermediate at loss of focus, not as high as their teachers believe they do on the same item (see *Table 15*). Overall, this indicates that the learners would like to change how their English grammar is being taught (Dongho, 2017; Nunan, 1995; Truscott, 1996). Findings from *Table 18* show that there are discrepancies in which methods the two participant groups like/use the most. Filling in the correct verb form, reading over one's own and other's texts and correcting them, and reformulating sentences all

score below intermediate for the learners. Item 16 had the highest discrepancy of the methods, which might impact teacher-learner relationships. The learners would like more translation from Norwegian to English or vice versa and the use of question cards. Adding some more use of these methods could have a positive influence on the attitude and motivation of the learners (Deci & Ryan, 2000), which again could create a better learning environment.

Even though the learners themselves reported wanting a higher focus on grammar if they were to decide, their general results suggested that they were less positive towards grammar than their teachers. They also reported believing that a high focus on grammar could, in turn, make people not want to learn languages. This could signify that the teacher-learner relationship is strong enough to help the teachers sense that their learners are experiencing less enjoyment and motivation through grammar (Deci & Ryan, 2000; Jean & Simmard, 2011). This again could explain the teachers' wish to have less grammar if they were in charge of the curriculum (see *Table 16*).

### 5.3 Development Through the Grades

When looking at the tables (see *Table 1-6*), one can see a development in some of the items from grade to grade. Some of the most interesting developments that have been noticed will be further analysed up against the theory of how age and the changing situations influence the learners' and teachers' beliefs.

Comparing the differences between learners' and teachers' reported levels of boredom when learning/teaching grammar (see *Table 4*) in the different grades shows an interesting development. When comparing 5<sup>th</sup> grade learners and teachers to the 8<sup>th</sup> grade, one can see an increase in boredom for both the teacher and learner groups. 5<sup>th</sup> grade learners reported the lowest experienced boredom compared to the 8<sup>th</sup> grade learners who experienced the highest level of boredom. The increase between 5<sup>th</sup> and 8<sup>th</sup> grade is fairly large, indicating a change from primary to lower secondary school. The discrepancy between the learners and teachers also increases from 5<sup>th</sup> to 8<sup>th</sup> grade. The teachers also became more negative towards teaching grammar in 8<sup>th</sup> grade, but the largest increase was that of the learners. The increase in boredom between 5<sup>th</sup> and 8<sup>th</sup> grade for both the learners and the teachers makes it clear that something has changed, which negatively alters their felt experience of grammar learning/teaching. The increase in experienced boredom could also be because the start of puberty marks the end of the critical period. This makes it more difficult and less enjoyable with less mastery, as can be seen in Dekeyser et al. (2004), Lenneberg (1967), and Werker and Tees (2005). There is a

noticeable discrepancy in both grades. Previous research into discrepancies in teacher and learner beliefs done by, e.g., Gabillon (2014), have shown that they are unfavourable, making the increase worrisome.

The increased boredom shown between 5<sup>th</sup> and 8<sup>th</sup> grade learners did surprisingly not continue through to 10<sup>th</sup> grade. 10<sup>th</sup> grade learners reported a minuscule decrease in boredom from 8<sup>th</sup> grade (see *Table 4*). The teachers between 8<sup>th</sup> and 10<sup>th</sup> grade, in contrast to the learners, continued their negative trend of increasing their experienced boredom through grammar teaching, with the 10<sup>th</sup> grade teacher experiencing more boredom teaching grammar than their 8<sup>th</sup> grade colleagues. The discrepancy between the learners and teachers in 10<sup>th</sup> grade decreases to below the point it was measured in 5<sup>th</sup> grade (see *Table 4*). One reason why this development occurs could be because the teacher-learner relation betters from 8<sup>th</sup> to 10<sup>th</sup> grade (Dongho, 2017; Gabillon, 2014). In the 5<sup>th</sup> grade, there is a possibility that the teachers are more familiar with the learners in their classes. They might have had them in their classes in earlier grades or at least worked at the same school for some time. When the learners enter 8<sup>th</sup> grade, the teachers and the school environment are new to them. This automatically creates a challenge when it comes to planning lessons and adapting the teaching to the learners, as is required by Opplæringslova, §1-3 about adapted teaching. From 8<sup>th</sup> to 10<sup>th</sup> grade, the development we see can be explained by the fact that the teachers are not able to adapt their teachings in the way that the learners would like (Jean & Simmard, 2011; Schulz, 1996; Truscott, 1996). This can, in turn, create a worse learning environment which can possibly result in an increase in the reported boredom of the teachers.

The development in discrepancy indicated that the learners and teachers were the furthest apart in 8<sup>th</sup> grade. This could be explained by how grammar is taught in lower secondary compared to primary school. There is a big difference between the autonomy and freedom of the teachers in the different grades. There is an expectancy in primary school that the teacher should use more implicit teaching methods, and the learners are more likely to participate in alternative teaching methods such as role-playing and games, as seen in Gabillon (2014). This could also be one of the reasons why the learners in 5<sup>th</sup> grade did not believe grammar was boring. 8<sup>th</sup> and 10<sup>th</sup> grade learners found grammar necessary but boring (Jean & Simmard, 2011).

However, the decrease in discrepancy in the 10<sup>th</sup> grade was solely due to an increase in the experienced boredom by the teachers. Meaning that the reason they became closer in their beliefs was due to a collectively more negative understanding. This could be underlined by

what was found when analysing item 2 (see *Table 1*). Where in 5<sup>th</sup> grade both the learners and the teachers believed that the learners lost a relatively small amount of focus. The teachers in 8<sup>th</sup> grade reported having the same belief as 5<sup>th</sup> grade teachers even though the learners' reported loss of focus increased. This coincides with what was found when analysing their experienced level of boredom (see *Table 4*), where the discrepancy was the largest in 8<sup>th</sup> grade. This further indicates that the teacher-learner relationship is at its worst in 8<sup>th</sup> grade. Most likely due to an inadequate amount of time spent strengthening their relationship. The loss of focus reported in 10<sup>th</sup> grade only shows a small increase from 8<sup>th</sup>. However, the teachers show a better understanding of their learners as they report a number closer to that of the learners. The 10<sup>th</sup> grade teachers overestimate their learners' loss of focus. This could be due to the fact that they know their learners better and are able to pick up on clues that they think it is boring. In addition to this, when the teachers' predetermined belief is that this lesson could be boring for the learners, they might unconsciously look for clues supporting their belief. This could, in turn, get exaggerated by themselves, which increases their perceived loss of focus.

Another interesting development can be seen in items 4 and 9 (see *Tables 2* and *3*). When looking at these in connection to each other, it is interesting to see that their reported desire to understand the rules of the English language coincides with the amount of time they think should be spent on grammar. Regarding how much they believed should be spent on grammar (see *Table 2*), the teachers reported answers yielded the same results through all grades. The learners, however, decreased from 5<sup>th</sup> to 10<sup>th</sup>, lessening the discrepancy. The teachers perceived importance of teaching English rules (see *Table 3*) showed that the teachers in 5<sup>th</sup> and 8<sup>th</sup> agreed on its importance, and the 10<sup>th</sup> grade teachers believed it to be a bit less important. The learners showed a gradual decrease in their want to understand the rules of the English language from 5<sup>th</sup> grade to 10<sup>th</sup> grade. This shows that as the learners mature and increase their grammatical knowledge, their want to understand rules decreases in cohesion with their belief on how much time should be spent learning them (see *Table 2*).

The decrease in discrepancy on item 4 (see *Table 2*) could mean that as the learners increase their language proficiency and general life experience, they understand that languages are so much more than rules. When their grammatical knowledge increases, it could also be possible that they do not see the need for such a focus on it as when they were younger. The teachers were asked if they believed it was important to teach their learners the rules of the English language (see *Table 3*). This stays fairly high through all grades. The discrepancy here also decreases as the learners start puberty (post 5<sup>th</sup> grade). Between 8<sup>th</sup> and 10<sup>th</sup> grade learners,

one can see the largest decrease in their want to understand the rules behind the English language. 10<sup>th</sup> grade is the only grade where the teachers believe it is more important to teach the rules than the learners believe it is to learn them.

There were also several interesting findings when looking at the development of the preferred methods (see *Table 6*). Item 14 was interesting because there was such little development. The learners reported enjoying the method more than the teachers. It was interesting to see that no matter how long the teachers had worked with their learners, the frequency of using the method did not show a significant increase or decrease through the grades. The reported enjoyment of the method by the learners did not develop significantly either. One reason for this might be because they did not grow tired of it as it had not been used too much. Another reason why could be because teachers did not think of the method as sufficiently effective when it came to ESL grammar teaching, making them ignore the learner's wishes and basing their lessons more on their own beliefs and competence (Truscott, 1996).

Reading over one's own and others' texts and correcting them shows a decrease in the learners' enjoyment of the method as the teachers use increases (see *Table 6*). The teachers increased their usage of the method from 5<sup>th</sup> to 10<sup>th</sup> grade. Indicating that increased usage could negatively impact the learners' enjoyment. This coincides with the findings from Nunan (1995) about how learners expect error correction from the teachers, but the teachers expect self-discovery of said errors and the correction of them. One possible reason why this method is less used in 5<sup>th</sup> grade could be because the learners are not yet capable of producing texts fitting the method or able to find and correct mistakes. The method's frequent use might be well justified, but when keeping the findings of Gabillon (2014) in mind, it is important to not overuse any method as it could prompt the learners to show resistance towards it.

Question cards were the method most liked by the learners (see *Table 6*). All learner groups reported fairly high and similar numbers. The teachers, however, had a gradual increase from 5<sup>th</sup> to 10<sup>th</sup> grade. The increase might show that the teachers notice how much the learners enjoy using the method. This could also be seen as a counterargument to the hypothesis that an increase in the use of a method will decrease the enjoyment of the learners. It could also be possible that this hypothesised effect only occurs when the usage of a method exceeds a specific amount. This is also a method which is more used in the later grades, as can be seen in the number of participants who have tried it. It increased from 65% of the participants who had tried it in 5<sup>th</sup> grade to 88% in the 8<sup>th</sup> grade and finally 91% in 10<sup>th</sup> grade (see *Table 6*). The increase in usage from 8<sup>th</sup> to 10<sup>th</sup> could be a sign of how the learner-teacher relations increased

and that they got more familiar with each other's beliefs. As the age of the learners increases, it is also possible that the teachers' trust in the learners also increases. This could, in turn, lead to the learners having more autonomy regarding the methods being used in lessons.

## 5.4 Gender Differences

When analysing the data, we happened upon some interesting findings. As previously stated, we included three options in the questionnaire for gender. This was done to avoid excluding anyone and to give people the options we deemed necessary to make everyone feel comfortable and included. The different choices for gender were "Male", "Female", and "Other". When analysing and discussing the results based on gender, it was decided to have a main focus on the differences between males and females. This has been done as a result of only having 3 participants who answered "Other" in regard to gender, compared to 203 males and 199 females. The big difference in participants makes it difficult to know if the results are relevant and valid. Similar to what was done for the grades, we created a ranking system to determine which items the genders were the most or least positive towards.

**Table 29**

**Ordinal ranking system comparing the answers of males and females**

Males		Females	
Rank 2	Rank 1	Rank 2	Rank 1
	1	1	
2			2
	3	3	
	4	4	
	5	5	
6			6
7			7
	8	8	
9			9
	10	10	
	11	11	
12			12
13		13	
14			14

	15	15	
	16	16	
17			17
18			18

The overview of the genders indicated that males and females were more equal than what we expected based on the theory presented by Graham and Rees (1995) and Zarrinabadi et al. (2021). The females ranked the most positive on 10/18 items. Without items regarding the methods, they ranked the most positive on 8/13 items. The findings match what Bernat & Lloyd (2007) said about similar beliefs among males and females regarding ESL learning. This contrasts with what Zarrinabadi et al. (2021) found, which indicated that females, with their growth mindset, were significantly more positive towards English grammar than males and their fixed mindset.

Even though the overall results from section 4.3 are somewhat similar between males and females, there were some items that became interesting when isolated. The females' answers were statistically significantly higher than the males regarding; grammar should be taught explicitly (see *Table 19*), grammar is essential to focus on (see *Table 20*), and participation in English lessons is required to be able to use it professionally (see *Table 22*). The reason why females valued these elements could be explained by the findings in Zarrinabadi et al. (2021) regarding the growth mindset of females compared to the fixed mindset of males. The findings suggested that the growth mindset is more centred on the belief that more work on the subject results in learning. Meaning that participating in lessons with more time spent focusing on grammar and explicit grammar teaching will result in increased knowledge of the subject. On the other hand, the findings regarding the more male prominent, fixed mindset, being more centred around the idea that you know what you know, and more practice will not automatically result in more knowledge. Kabayashi (2002) also reported that Japanese females had better EFL and ESL attitudes than males.

When it came to the preferred methods between the genders, they seemed to enjoy most of them almost equally, with the exception of reading over one's own or others' texts and correcting them (see *Table 23*). On item 16, the females reported enjoying this method statistically significantly more than the males. The fact that both males and females were reported to enjoy most of the same methods to a similar degree is in agreement with the findings

of Bernat and Lloyd (2007), which suggested that there were similar beliefs between the genders. They (Bernat and Lloyd, 2007) also found that females regarded multilingual as more intelligent, which could be the reason why females scored significantly higher on participation in grammar lessons being of importance (see *Table 22*).



## 6. Conclusion

In the Conclusion, we answer the research questions and hypotheses concisely.

- ***What are learners' beliefs regarding English grammar in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade, and how does this change through the grades?***

5<sup>th</sup> grade learners reported having positive beliefs regarding grammar. It was important to them to understand the rules of the English language, and they felt closer to knowing the language when doing so. They lost the least focus and thought that grammar should be given the most time out of all the grades. They score above intermediate for all items, showing that they are relatively positive towards all aspects and methods.

8<sup>th</sup> grade learners reported having less positive attitudes toward grammar than 5<sup>th</sup> grade. Their most positive answers were regarding the importance of grammar, wanting to understand the rules of English and participation in English grammar lessons. The difference in positivity is apparent when looking at the number of items for which they scored below intermediate (8).

10<sup>th</sup> grade learners reported being the least positive grade regarding English grammar. They did, however believe it was important to participate in English grammar lessons and learn the rules of the language. The method they enjoyed the most out of all the grades was translating from Norwegian to English or vice versa. They were the group who reported struggling the most to keep focused during English grammar lessons. They were also the only group which reported believing that being better at grammar does not increase your oral proficiency.

Looking at the development through the grades, it becomes apparent that they get a more and more negative view of English grammar as they progress.

- ***Does it coincide with their teachers' beliefs?***

The results have shown that the learners and teachers are generally equally positive toward grammar. However, we have not found that they share the same view on English grammar and English grammar teaching except for a few items. The 5<sup>th</sup> grade teachers understand their learners well, as they reported almost the same number as their learners regarding if they believed the learners lost focus/lost focus. The 8<sup>th</sup> grade groups reported a fairly similar mean score on how much grammar teaching should be done with explicit methods. The 10<sup>th</sup> grade groups agree on the amount of time which should be allocated to grammar. Based on our data and the analysis we have completed, we do not feel like we can give an

absolute conclusion. The data does, however, point towards there being too many discrepancies in the different items for the beliefs to coincide.

And our hypotheses:

- ***We believe that the teachers believe grammar is perceived as more boring than the learners think it is.***

We were partially correct in assuming this. The learners of 5<sup>th</sup> grade were the only grade which reported English grammar being less boring than what the teachers believed. To deduce this, we looked at items 2, 6 and 8. However, the differences were smaller than we expected them to be.

- ***We believe that the learners believe that grammar is more important than the teachers think.***

By adding together, the scores of items 4, 5, 8 and 10, we found that learners believed that English grammar was slightly more important than what the teachers believed.

- ***We believe that the results will show that the learners' positivity toward English grammar will be at its highest in 5<sup>th</sup> grade, with a decreasing trend through to 10<sup>th</sup> grade.***

We were correct in our assumption. 5<sup>th</sup> grade reports the highest positivity, with 8<sup>th</sup> in the middle and 10<sup>th</sup> being the least positive towards English grammar.

## 7. Final Reflections and Recommendations

This master thesis has, by using a quantitative questionnaire and data analysis, tried to answer the previously addressed thesis questions. Before making any recommendations based on our results, we would like to shed light on some of the limitations of the study. One of them is our relatively small sample size of teachers, making it difficult to generalise their thoughts and beliefs. Another is that the entire sample size was collected in the south-eastern part of Viken, Norway. This could make the conclusions we have drawn less accurate in other geographical areas, even though we believe that the homogenous school system in Norway could, in some ways, make up for the small geographical area we included. Another limitation could be that the 5<sup>th</sup> graders relatively low age negatively impacted their understanding of some items. We tried to counter this by being at the schools in person when all the 5<sup>th</sup> graders completed their questionnaires to answer any questions and explain what we meant if they had any doubts.

This study could be used to change how teachers, teacher educators, and everyone working with ESL teaching carry out their profession. By paying more attention to what the learners believe and trying to avoid discrepancies regarding important parts of lessons, they could increase their own and learners' enjoyment and motivation towards English grammar. We hope that this study can contextualise what the learners believe and feel regarding grammar. By having this information and showing that there are discrepancies, other teachers might be encouraged to get to know more of the same from their learners. This could, in turn, make it easier to adapt the teaching to fit each individual learner and better the learning environment giving all teachers better relations with their learners.

For further studies, it would have been interesting to do a longitudinal study on the same learners and teachers. Following them from 5<sup>th</sup> grade to 8<sup>th</sup>, and finally, 10<sup>th</sup> grade could give more accurate data on how their beliefs develop. A study with a larger sample size of teachers would also be advantageous to get more generalisable results. A study with a higher focus on gender differences could also be interesting, seen as our questionnaire gave some indications of differences but was still developed to focus on learner-teacher differences.

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# Appendix

## Appendix item 1: Questionnaire 5<sup>th</sup> grade Learners

Sjekk universell utforming i skjemaet

### Questionnaire Learners 8th and 10th

Obligatoriske felter er merket med stjerne \*

Grammar should be learned alone, with focus on just the grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

I lose focus during grammar lessons. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

It is just as easy to learn English without focusing on grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

On a scale from 1-5, how much time should be spent on grammar? \*

- 1 = No time at all  
2 = A small amount of time  
3 = Some time  
4 = A fair amount of time  
5 = A lot of time

1 2 3 4 5

Verdi

Since all languages are built up by rules, it is essential to focus on grammar. \*

- 1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar makes people not want to learn languages. \*

- 1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

### Questionnaire Learners 5th

Obligatoriske felter er merket med stjerne \*

Grammar should be learned alone, with focus on just the grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

I think it is difficult to concentrate when we are working with grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

It is just as easy to learn English without practicing on grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

On a scale from 1-5, how much time should be spent on grammar? \*

- 1 = No time at all  
2 = A small amount of time  
3 = Some time  
4 = A fair amount of time  
5 = A lot of time

1 2 3 4 5

Verdi

Since all languages are built up by rules, it is essential to practice on grammar. \*

- 1 = No  
2 = A little bit  
3 = Neutral  
4 = Some practice  
5 = A lot of practice

1 2 3 4 5

Verdi

Focusing on grammar makes people not want to learn languages. \*

- 1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar will not make me better at speaking English. \*

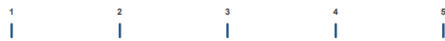
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

If I could decide, I would not focus on English grammar \*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

I want to understand the rules behind English. \*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

To be able to use English professionally, I have to participate in English lessons about grammar. \*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

I think it is boring to learn English grammar. \*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

When I learn new rules in English, I feel like I am getting better at English. \*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree



Verdi

Which activity do you enjoy the most?

Ranger fra 1-5 hvor godt du liker å arbeide med denne aktiviteten i engelsk undervisning?

	1 - Strongly dislike	2 - Dislike	3 - Neutral	4 - Enjoy it	5 - Enjoy it alot	I have not tried it
Translate from Norwegian to English or the other way around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill in the correct form of the verb.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading over ones' own or others' texts and correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reformulate sentences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question cards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I was the teacher, I would use other methods than grammar lessons to teach grammar in school. \*

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verdi

Which Grade are you inn? \*

If you are in 5th grade, choose "5th grade"

If you are in 8th grade, choose "8th grade"

If you are in 10th grade, choose "10th grade"

Velg ...

What is your biological gender? \*

☐ Male

☐ Female

☐ Other

[Se nyløse endringer i Nettskjema](#)

## Appendix item 2: Questionnaire 8<sup>th</sup> and 10<sup>th</sup> grade learners

**Questionnaire Learners 8th and 10th**

Obligatoriske felt er merket med stjerne \*

Grammar should be learned alone, with focus on just the grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

I lose focus during grammar lessons. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

It is just as easy to learn English without focusing on grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

On a scale from 1-5, how much time should be spent on grammar? \*

1 = ikke noe  
2 = litt  
3 = noe  
4 = en del  
5 = mye

1 2 3 4 5

Verdi

Since all languages are built up by rules, it is essential to focus on grammar. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar makes people not want to learn languages \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar will not make learners better at speaking English \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

If I was an English teacher, I would not focus on English grammar \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

I want to understand the rules behind English. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

To be able to professionally use English, I have to participate in English grammar lessons. \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

I think it is boring to learn English grammar \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

If I was the teacher, I would use other methods than grammar lessons (explicitly) to teach grammar in school \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

When I learn new rules in English, I feel like I am closer to knowing the language \*

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

1 2 3 4 5

Verdi

Which activity do you enjoy the most?  
Rate from 1-5 how well you enjoy working with this activity in your english lessons.

	1 - Strongly dislike	2 - Dislike	3 - Neutral	4 - Enjoy it	5 - Enjoy it a lot	I have not tried it
Translate from Norwegian to English or the other way around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill in the correct form of the verb	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading over one's own or others' texts and correct them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reformulate sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which grade are you in? \*

If you are in 5th grade, choose "5th grade".  
If you are in 8th grade, choose "8th grade".  
If you are in 10th grade, choose "10th grade".

Velg ...

What is your biological gender? \*

☐ Male  
☐ Female  
☐ Other

## Appendix item 3: Questionnaire Teachers

**Questionnaire Teachers**

Obligatoriske felt er merket med stjerner \*

Grammar should be taught alone with a sole focus on the grammar. (Explicitly) \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

I believe my learners lose focus during grammar lessons. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

One can learn English just as easily without focusing on grammar. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

On a scale from 1-5, how much time do you believe should be spent on grammar? \*

1 = Nothing  
3 = Some time  
5 = A lot of time

1 2 3 4 5

Verdi

Since all languages are built up by rules, it is essential to focus on grammar. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar makes people not want to learn languages. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

Focusing on grammar will not make learners better at speaking English. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

If I could decide the contents of the curriculum, the focus would not be on English grammar. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

On a scale from 1-5 how much time do you spend on grammar during English lessons? \*

1 = Nothing  
3 = Some time  
5 = A lot of time

1 2 3 4 5

Verdi

I believe it is important to teach my learners the rules behind the English language. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

To be able to use English professionally, one needs to learn English grammar. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

I think it is boring spending time teaching English grammar. \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

As a teacher I try to use other methods than explicit grammar teaching to teach English grammar \*

1 = Strongly Disagree  
3 = Neutral  
5 = Strongly agree

1 2 3 4 5

Verdi

How often do you use these activities?

Rate from 1-5 how often you plan on working with this activity in your English lessons.

	1 - Never (but I have used it)	2 - Seldom	3 - Some times	4 - Often	5 - Very often	I have not tried it
Translate from Norwegian to English or the other way around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill in the correct form of the verb.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading over ones' own or others' texts and correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reformulate sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question cards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By using the language (reading, writing, or conversing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which grade do you teach in? \*

If you work in 5th grade, choose "5th grade", etc.

Velg ...

What is your biological gender? \*

☐ Male  
☐ Female  
☐ Other

Scrubbe undrager / Nettskema

## Appendix item 4: Application for Participants

Hei!

Jeg og Frøis Frøisland går på Høgskolen i Østfold, og skal dette semesteret skrive en masteroppgave om elevers tanker rundt engelsk grammatikk-undervisning. Dette innebærer at vi trenger elever som kan svare på en kort spørreundersøkelse som har 15-20 spørsmål med svaralternativer. Vi tror gjennomføringen av undersøkelsen og introduksjonen av oss vil ta ca. 15-20 minutter. Vi ønsker informanter i 5., 8., og 10. Trinn, samt deres engelsklærere.

Spørreundersøkelsen blir gjennomført gjennom Nettskjema.no, og det vil ikke bli innhentet noe personlig informasjon (i henhold til NSD sine retningslinjer). I tillegg til spørsmålene relatert til engelsk grammatikk-undervisning er det spørsmål om hvilket trinn de går i og kjønn. Hvilken skole undersøkelsen er gjennomført på vil også være anonymisert.

Vi ser etter minst 100 elever fra hvert trinn og ønsker derfor å vite ca. hvor mange klasser, trinn og informanter dere kan stille med.

Det å delta på denne undersøkelsen vil gi dere tilgang til resultatene fra masteroppgaven vår, og det vil være til stor hjelp for oss!

Vi håper å gjennomføre spørreundersøkelsene i løpet av uke 4 og 5, om dette ikke passer kan dere gjerne komme med forslag til andre tidspunkt.

Vi ser frem til et positivt svar!

Mvh, Stian Fossumstuen og Frøis Frøisland